

Indiana School for the Deaf

The School Profile



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The Indiana School for the Deaf (ISD), through the efforts of a variety of stakeholders, staff members, parents and community members, has developed this School Profile as part of the accreditation process. This School Profile will meet the requirements of the North Central Association of Schools and Colleges and Public Law 221 to validate the educational programs at the ISD.

The School Profile is divided into six sections, which provide an overview summary of the Indiana School for the Deaf. The School Profile contains the following six sections:

Mission and Goals
Unique Local Insights
Success of Former Students
Student Characteristics
Instructional Data
Community Data

The ISD Administrative Team and Chairperson of the School Improvement Committee are most grateful for all the dedication and endless hours of work that has made this School Profile possible.

The ISD will benefit greatly from the advice and insight shared by the members of the School Improvement Committee through this process of self-evaluation and accreditation.

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Section I:

Mission and Goals

School and Community Description

The Indiana School for the Deaf (ISD), located in the city of Indianapolis, serves 302 Deaf and hard of hearing students in preschool and in grades K-12. ISD acts in accordance to the Individuals with Disabilities Education Act (Public Law 94-142) for the entire student body and is a viable educational option for the 1,598 Deaf and hard of hearing students statewide. Students come to ISD from 57 of the 92 Indiana counties as ISD offers a boarding option for students who reside outside of Marion County. Fifty-nine percent (59%) of the ISD student body board on campus. Of the 2001 graduating class, 45% of the ISD graduates entered four-year institutions of higher education.

ISD is the only school for the deaf in the state of Indiana and the largest school for the deaf in the central states region of the United States. The school is a State Operated Program serving under the jurisdiction of the state of Indiana Office of the Governor through the ISD School Board. Since ISD is located within the largest Deaf community in the state, students are able to capitalize on a wealth of resources available in the Deaf community ranging from exposure to adult Deaf role models, volunteer work, and activities and events that promote intellectual, social, physical, communicative and emotional well-being.

With the city of Indianapolis and its citizens given high ratings for acceptance and responsiveness to Americans with Disabilities (Indianapolis Star, 7/26/00), Deaf and hard of hearing students have opportunities to experience participation in the mainstream of our society. Experiences for students may include work in local companies and corporations, classes through distance learning, athletic competition against public schools, and opportunities for participation in activities and events offered to students enrolled in public schools.

Beliefs

We believe that:

- all people have equal value.
- all people are responsible for their choices.
- integrity is essential to creating and sustaining positive relationships.
- embracing diversity contributes to the strength of a community.
- cooperation, collaboration, and communication are essential to success.
- all students can learn and are lifelong learners.
- Bilingual/Bicultural education is a basic right for Deaf and Hard of Hearing students.
- American Sign Language and English are two separate languages.
- students share a common (Deaf) culture, a common language (ASL), and a common heritage.
- Deaf and hearing interactions are vital to students' bicultural development.
- all staff, families, and community members are educators.
- learning environments include, but are not limited to: home, dormitory, school and communities.
- students benefit when their parents and families are involved in the education process.
- a safe, secure, inviting and healthy school environment is essential for learning.
- all students need to be immersed in a creative, challenging, World Class learning environment.
- all students should be challenged to take risks that enhance their social, emotional and intellectual skills.
- students have the right to have their individual needs met through learning opportunities that promote optimum success and independence.
- students should have cultural awareness, respect and sensitivity when choosing a natural mode of communication with peers, staff, family, and the diverse, multicultural society.

Desired Learner Outcomes

The Indiana School for the Deaf envisions a future in which our graduates will have opportunity to pursue lifelong learning, which will prepare them to manage the rapid growth of information, to meet personal needs, and to contribute to the human community within a rapidly changing environment.

Development of Intellect

- ISD graduates will be able to think rationally and to make valid judgments and decisions.

Mastery of Basic Skill and Fundamental Processes

- ISD graduates will be bilingually fluent in American Sign Language (ASL) and in written English.
- ISD graduates will demonstrate the ability to sense, listen/attend, observe, communicate, read, write, quantify and compute.

Career and Vocational Preparation

- ISD graduates will demonstrate job skills, work ethics, and positive attitudes necessary to obtain and keep employment.

Technological Preparation

- ISD graduates will have attitudes, skills, and knowledge needed to be contributing and responsible participants in a changing technological, information-based society.

Business Knowledge Preparation

- ISD graduates will demonstrate knowledge of common business practices that allow quality participation in financial saving, investing, credit, borrowing, and retirement planning.

Enculturation

- ISD graduates will understand and demonstrate sensitivity and respect for the values, traditions, languages, and contributions of the diverse cultures within our society.

Citizenship

- ISD graduates will have skills to access services and resources within the community.
- ISD graduates will be able to participate as responsible members/leaders within the community.

- ☀ Moral and Ethical Character
 - ISD graduates will make decisions and demonstrate behaviors which reflect honesty, loyalty, and goodness.
- ☀ Emotional and Physical Well-being
 - ISD graduates will demonstrate the abilities to cope with and accept emotional, physical, psychological, and social changes within themselves and others.
- ☀ Conflict Resolution
 - ISD graduates will be able to solve conflicts peacefully.
- ☀ Creativity and Aesthetic Expression
 - ISD graduates will evaluate and respect creative forms of expression and differing points of view.
 - ISD graduates will realize that creativity is a vital part of social-cultural change.
 - ISD graduates will express personal feelings through creative works.
 - ISD graduates will appreciate beauty.

Mission Statement

Deaf and hard of hearing students will experience academic and social excellence while immersed in the Bilingual-Bicultural community of the Indiana School for the Deaf.

Student Performance Goal

School: Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, IN 46205

Date: November 8, 2001

Principal: Robert Kovatch
Phone: 317.920.6215

**School Improvement Planning
Committee Chair:** Gary E. Mowl

Mission Statement

Deaf and hard of hearing students will experience academic and social excellence while immersed in the Bilingual-Bicultural community of the Indiana School for the Deaf.

Student Performance Goal

All students will improve their communication skills (i.e. reading, writing and grammar) across the curriculum.

Data Points

1. Reading comprehension. ISD School Profile, pages 33, 38 and 40.
2. Writing skills. ISD School Profile, pages 33, 38 and 40.
3. English/grammar skills. ISD School Profile, pages 33, 38 and 40.

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Mission Statement

Deaf and hard of hearing students will experience academic and social excellence while immersed in the Bilingual-Bicultural community of the Indiana School for the Deaf.

Student Performance Goal

All students will demonstrate an improved ability to apply critical thinking skills in all areas of mathematical problem solving.

Data Points

1. Critical thinking skills. ISD School Profile, pages 33, 39 and 40.
2. Vocabulary and language in mathematical problems. ISD School Profile, pages 33, 39 and 40.
3. Applying mathematical concepts and processes. ISD School profile, pages 33, 39 and 40.

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Mission Statement

Deaf and hard of hearing students will experience academic and social excellence while immersed in the Bilingual-Bicultural community of the Indiana School for the Deaf.

Student Performance Goal

All students will respect others and themselves through behaviors that demonstrate and promote safe, caring, supportive and positive learning and living environments.

Data Points

1. Incident Reports. ISD School Profile, page 28.
2. Suspensions. ISD School Profile, page 30.

Section II:

Unique Local Insights

Unique Local Insights

In order to gain unique insights regarding the quality of ISD programs and services, surveys were distributed to parents, students and teachers. The School Profile Committee using a model used by a local public school modified the parent survey. The student and teacher survey consisted of opinion inventories developed by the National Study of School Evaluation (NSSE). In addition, NSSE prepared an executive summary report, which included a comparison report between student and teacher responses.

Responses to surveys were very positive. Forty percent (40%) of the parents responded to the parent survey. Over 85% of the students in the Middle School and the High School responded to the student survey and over 95% of the teaching staff responded to the teacher survey. The overwhelming response, in itself, demonstrates a strong vested interest in the continuing improvement of ISD.

Parent Survey

Parents were asked to rate the school in areas of goal attainment, integration, maintenance and adaptation. Surveys were sent to each parent (238 parents) and 101 were returned. Parents rated the area adaptation the highest and integration the lowest in their responses to the survey. For a full and detailed report, see Appendix A for the results of the parent survey.

The first measure is goal attainment, which is defined as perception of the ability of the school to work together with parents in defining objectives and achieving desired student success. The most favorable responses were:

- ❖ ISD keeps parents well informed about how well their children are doing in school and what their children needs to be learning in school.

The least favorable responses were:

- ❖ ISD keeps parents well informed about what their children are learning in school and how parents can help their children at home.

Figure 1 shows how parents felt ISD was performing in regards to the measure of goal attainment.

The second measure is integration, which is defined as perceptions of the ability of the school to include parents in the various school tasks necessary for achievement. The most favorable responses were:

- ❖ ISD appreciates what parents have done to help ISD.

The least favorable responses were:

- ❖ ISD has made good use of parents' talents.
- ❖ Parents have been asked to help out at a school activity or event.
- ❖ Parents have been invited to participate on a school committee.
- ❖ ISD lets parents know when and where volunteer help is needed.

Figure 2 shows how parents felt ISD was performing in regards to the measure of integration.

The third measure is maintenance, which is defined as perception of the school's ability to create and maintain the school's motivational and value structure. The most favorable responses were:

- ❖ At ISD, the family's culture, ethnicity and religion are respected.
- ❖ ISD keeps parents well informed of PTCO/PAC meetings and events.
- ❖ ISD keeps parents well informed of school policies and procedures.
- ❖ Parents felt listened to at ISD.
- ❖ Parents felt they are treated as partners in their children's education.
- ❖ Parents felt the staff asks for and values their opinions.

There were no least favorable responses. Figure 3 shows how parents felt ISD was performing in regards to the measure of maintenance.

The fourth measure is adaptation: perception of the school's ability to successfully deal with the parents. The most favorable responses were:

- ❖ Parents felt ISD staff is friendly when they visit or call.
- ❖ Parents like taking their children to ISD.
- ❖ Parents can easily reach their children's teachers if they need to.
- ❖ If there are problems, parents know who to contact.
- ❖ Parents felt problems related to their children are addressed quickly and fairly.
- ❖ Parents felt involved at ISD.

There were no least favorable responses. Figure 4 shows how parents felt ISD was performing in regards to the measure of adaptation.

The key findings of the parent survey show that there is much parent satisfaction with the school and the staff at ISD. Weaknesses in the areas of goal attainment and integration have been identified as areas of potential school improvement.

Figure 1: Parent Survey-Goal Attainment

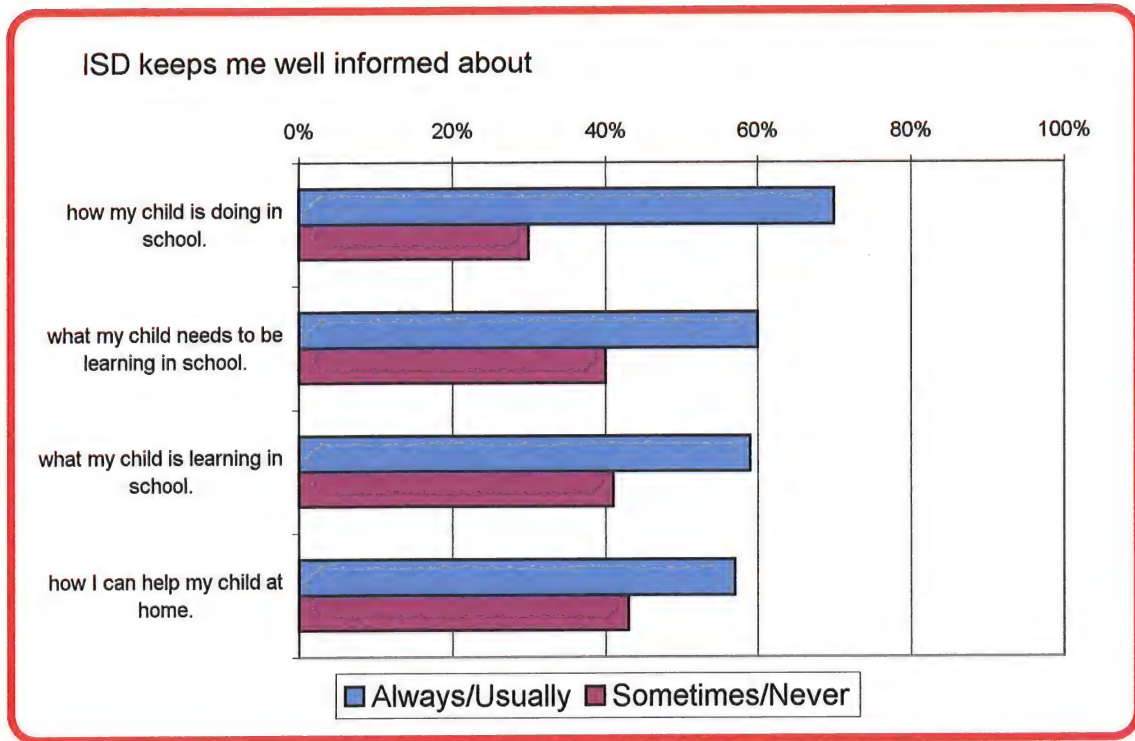


Figure 2: Parent Survey-Integration

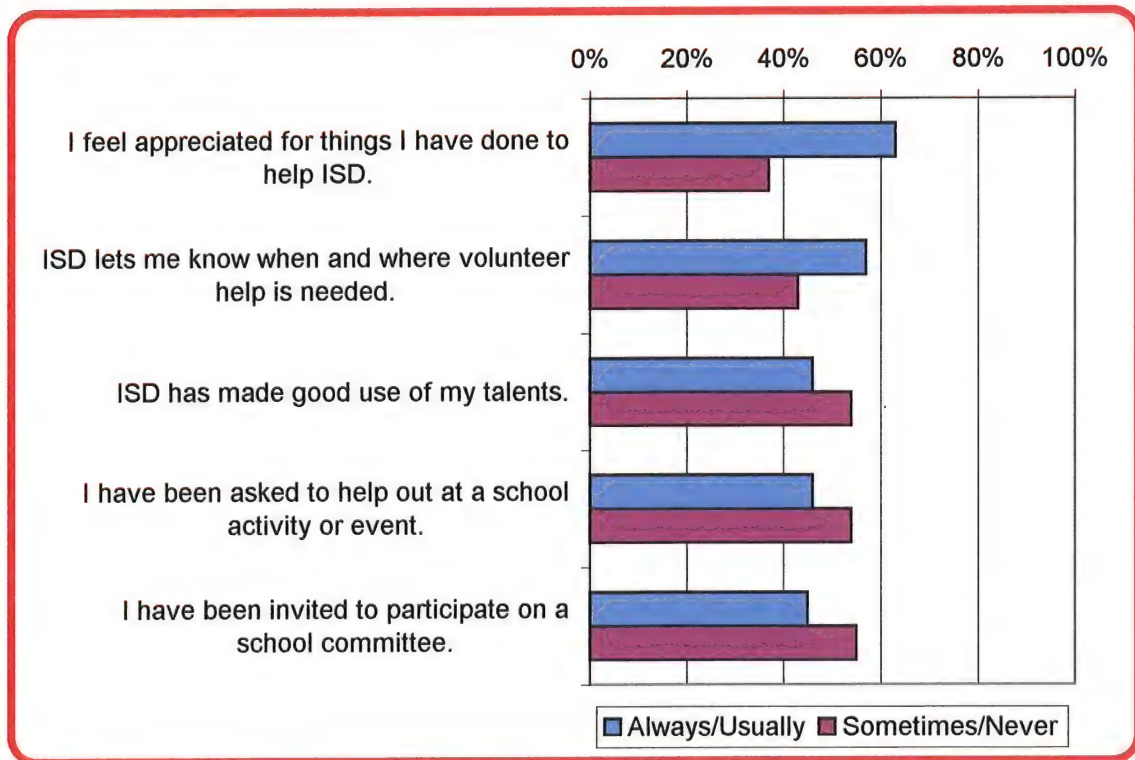


Figure 3: Parent Survey-Maintenance

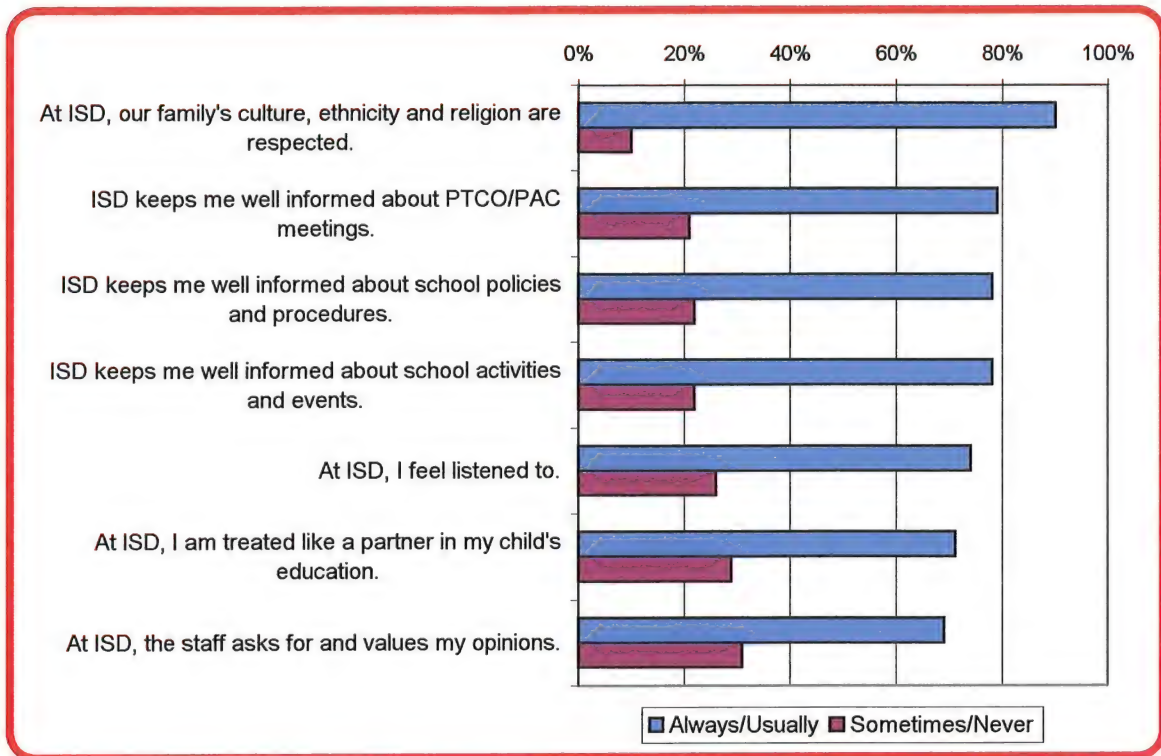
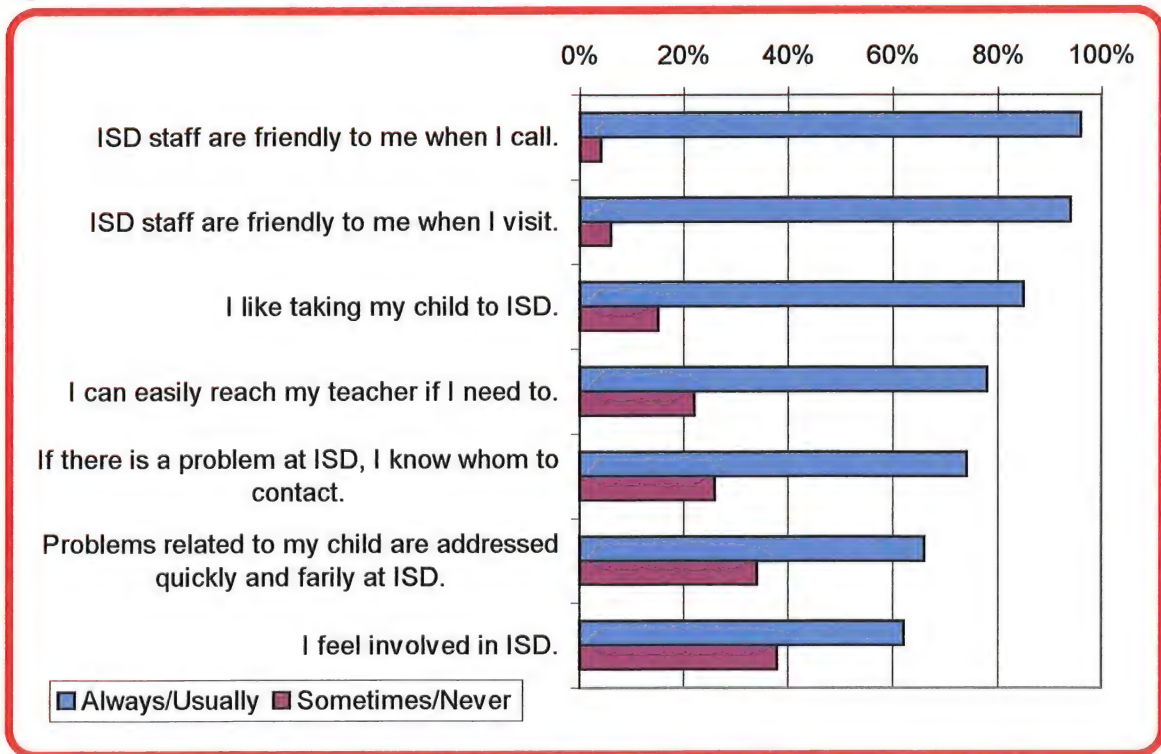


Figure 4: Parent Survey-Adaptation



Student Survey

Middle school students and high school students were asked to participate in a survey using the NSSE Opinion Inventories. Students were asked to rate programs and services in order to provide ISD with data in order to guide the school in its improvement process. Of the 166 students, 137 surveys were completed and returned. For a detailed report of the analysis of responses prepared by NSSE in its executive summary presentation report, refer to Exhibit A.

Students were asked to rate survey questions by marking SA for strongly agree, A for agree, N for neutral, D for disagree, SD for strongly disagree or NA for do not know or does not apply. Point values were assigned to the responses and subsequently mean scores were calculated for each question. Based on the mean scores, a listing of most favorable responses and least favorable responses was provided. Students' most favorable responses were:

- I am in the student activities (clubs, plays, sports, student government, etc.) that I want to be in.
- Parents feel welcome in our school.
- Students feel safe traveling to and from school.
- Our school provides students and teachers with a safe and orderly environment for learning.
- Teachers hold high expectations for learning.

The least favorable responses were:

- Cheating occurs infrequently in our school.
- Sexual harassment is not a problem at our school.
- Discipline policies are fair at this school.
- I am satisfied with the extent to which the administration includes students in making decisions about matters that directly affect students (e.g. dress standards, assemblies, hall passes, etc.).
- There is not a significant problem with substance abuse (e.g., drug and/or alcohol problems) among the students of this school.

In analyzing the report on least favorable responses, it is important to note that an average score of 3.0 or above indicates neutral to positive opinions. Given this caution, the only least favorable response scoring below 3.0 was:

- Cheating occurs infrequently in our school.

A resource provided by NSSE in the report is the "National Pattern of User Response Report." This report is based on a national sample of data collected by NSSE fostering comparison of opinions expressed by students at ISD with opinions expressed by students nationally.

ISD students, on all items, rated common survey items higher than those expressed by students nationally. Furthermore, ISD students also rated survey items within each category of items higher than the national pattern of responses. The following is a listing of common survey items and category items along with rating scores expressed by ISD students compared with national patterns.

Summary Report of the Average of Responses to the Common Survey Items

	<u>ISD Students</u>	<u>National Pattern</u>
The educational program offered to students is of high quality.	3.63	3.51
Students see a relationship between what they are studying and their lives.	3.53	3.20
Our school is preparing students to deal with issues and problems they will face in the future.	3.73	3.59
Teachers hold high expectations for student learning.	4.07	3.82
Our school's facilities are adequate to support the instructional program.	3.87	3.60
In our school students have access to a variety of resources to help them succeed in their learning, such as technology, media centers and libraries.	3.94	3.91
Our school provides students and teachers with a safe and orderly environment for learning.	4.09	3.82

Summary Report of the Average of Responses to the Survey Items Within Each Category of Items

Quality of Instructional Programs	3.79	3.59
Support for Student Learning	3.82	3.59
School Climate/Environment for Learning	3.69	3.42
Student Activities/Involvement in School	3.91	3.59
Total Score	3.78	3.54

Teacher Survey

Teachers at ISD were asked to participate in a survey using the NSSE Opinion Inventories. As for students, teachers were asked to rate programs and services in order to provide ISD with data in order to guide the school in its improvement process. Teachers in preschool, elementary, middle and high schools along with the Outreach Department participated in the survey and eighty-four (84) surveys were completed and returned. For a detailed report of the analysis of responses prepared by NSSE in its executive summary presentation report, refer to Exhibit A.

The method of completing the survey, calculation of responses and analysis of the report was similar to how the student survey was conducted. Teachers' most favorable responses were:

- ◆ Teachers give students personal encouragement in their work.
- ◆ All things considered, I am satisfied with being a teacher.
- ◆ Teachers provide instructional activities that involve students in their learning.
- ◆ I use the results of assessments of student learning to modify and adjust my teaching strategies to best meet learning needs.
- ◆ A variety of teaching strategies and learning activities is provided to students to help them learn.

The least favorable responses were:

- ◆ Teachers are provided adequate time each day to prepare for teaching.
- ◆ Parents take an active role in their children's education.
- ◆ Our school is doing a good job in the following areas: Career/Vocational Education.
- ◆ Our school is doing a good job in the following areas: Foreign Languages.
- ◆ The school's programs meet the requirements of students with special needs (learning disabled, gifted and talented, etc.).

In analyzing the report on least favorable responses, it is important to note that an average score of 3.0 or above indicates neutral to positive opinions. All of the least favorable responses scored below 3.0.

As with the student survey, a resource provided by NSSE in the report is the "National Pattern of User Response Report." This report is based on a national sample of data collected by NSSE fostering comparison of opinions expressed by teachers at ISD with opinions expressed by teachers nationally.

ISD teachers, on all items, rated common survey items below than those expressed by teachers nationally. Furthermore, ISD teachers also rated survey items within each category of items lower than the national pattern of responses. The following is a listing of common survey items and category items along with rating scores expressed by ISD teachers compared with national patterns.

Summary Report of the Average of Responses to the Common Survey Items

	<u>ISD Teachers</u>	<u>National Pattern</u>
The educational program offered to students is of high quality.	3.56	4.08
Students see a relationship between what they are studying and their lives.	3.56	3.65
Our school is preparing students to deal with issues and problems they will face in the future.	3.43	3.86

	<u>ISD Teachers</u>	<u>National Pattern</u>
Teachers hold high expectations for student learning.	3.71	4.16
Our school's facilities are adequate to support the instructional program.	3.09	3.40
In our school students have access to a variety of resources to help them succeed in their learning, such as technology, media centers and libraries.	3.70	4.13
Our school provides students and teachers with a safe and orderly environment for learning.	3.80	4.07
<i>Summary Report of the Average of Responses to the Survey Items Within Each Category of Items</i>		
Quality of Instructional Programs	3.50	3.90
Support for Student Learning	3.45	3.80
School Climate/Environment for Learning	3.65	3.84
School Organization and Administration	3.32	3.56
Job Satisfaction	3.88	3.95
Total Score	3.50	3.80

Comparison of Average Ratings for Common Survey Items

A comparison of average ratings of the student survey and the teacher survey was part of the report. For graphic illustrations of the comparison, refer to Exhibit A.

As with comparison of teacher survey with national patterns where teachers were below on all items, scores to the teacher survey consistently were below student averages on common survey items as well. The following is a list of the common items in the student survey and the teacher survey included in the NSSE opinion inventories:

Comparison Report of the Average of Responses to the Common Survey Items

	<u>ISD Students</u>	<u>ISD Teachers</u>
The educational program offered to students is of high quality.	3.63	3.56
Students see a relationship between what they are studying and their lives	3.53	3.56

Our school is preparing students to deal with issues and problems they will face in the future.	3.73	3.43
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Teachers hold high expectations for student learning.	4.07	3.71
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	<u>ISD Students</u>	<u>ISD Teachers</u>
Our school's facilities are adequate to support the instructional program.	3.87	3.09
In our school students have access to a variety of resources to help them succeed in their learning, such as technology, media centers and libraries.	3.94	3.70
Our school provides students and teachers with a safe and orderly environment for learning.	4.09	3.80

Comparison Report of the Average of Responses to the Survey Items Within Each Category of Items

Quality of Instructional Programs	3.79	3.50
Support for Student Learning	3.82	3.45
School Climate/Environment for Learning	3.69	3.65
Total Score Comparison	3.78	3.50

Key findings of the student survey and the teacher survey were:

1. student responses regarding ISD programs and services is higher than the national pattern of students in schools;
2. teacher responses regarding ISD programs and services is lower than the national pattern of teachers in schools;
3. student responses regarding ISD programs and services is higher than teacher responses.

Surveys provided valuable data that will guide the development of recommendations for improving ISD programs and services. Perceived weaknesses will be considered as areas of potential school improvement.

Section III:

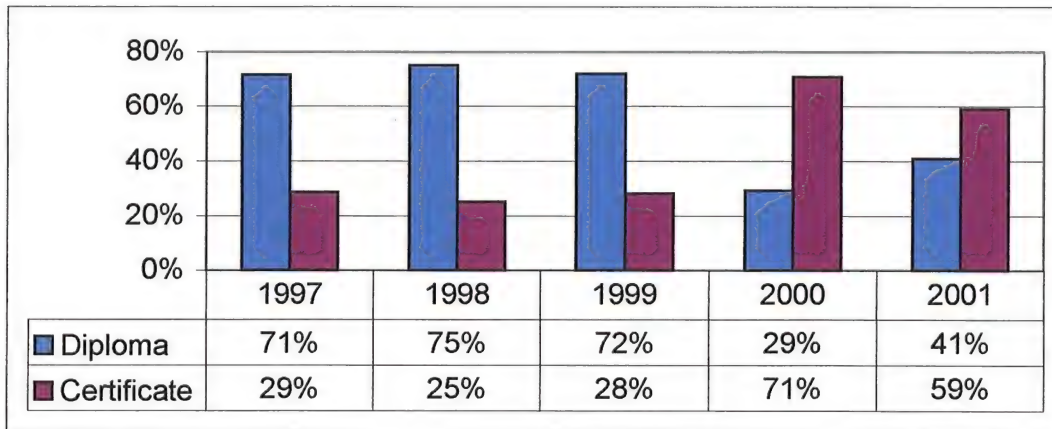
Success of Former Students

Success of Former Students

Graduation Rates

Since the inception of new diploma award requirements for high school students graduating in 2000 and beyond, the percentage of students graduating from ISD with a diploma dropped significantly in 2000. In 1999, 72% of ISD graduates earned a diploma and this percentage dropped to 29% in 2000. The number of students earning a diploma in 2001 increased to 41%. Figure 1 shows percentage rates of diploma and certificate awards to high school seniors since 1997.

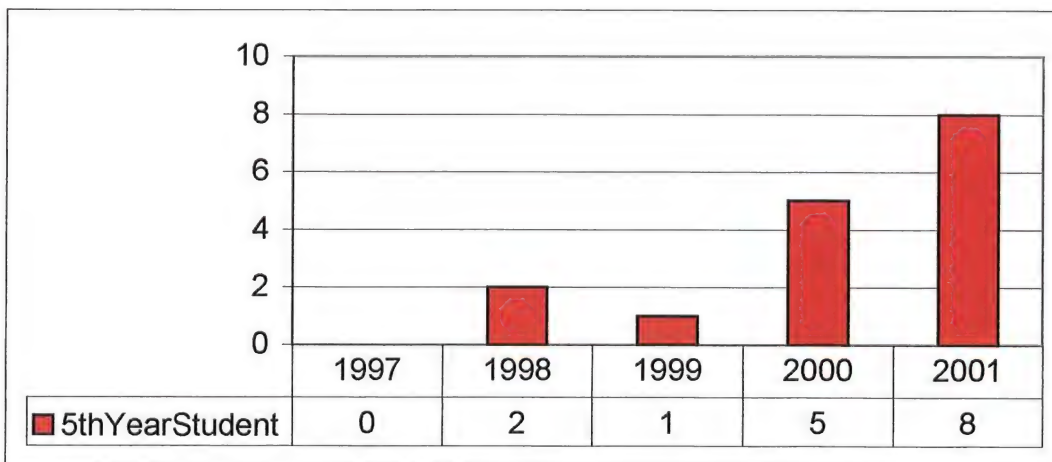
Figure 1: Percentage of Diploma and Certificate Awards



Students Returning for 5th Year

The impact of the new diploma requirements on seniors returning to ISD for a 5th year of study appears to be significant as the numbers of students returning to ISD has increased for the past two years with the number peaking to 8 students in 2001. Figure 2 shows the number of students returning to ISD since 1997.

Figure 2: Number of 5th year seniors



Of the 5 seniors who returned for a 5th year of study in 2001 after receiving a certificate award in 2000, four students successfully completed requirements and were awarded diplomas, an 80% rate.

Students Dropping Out of School

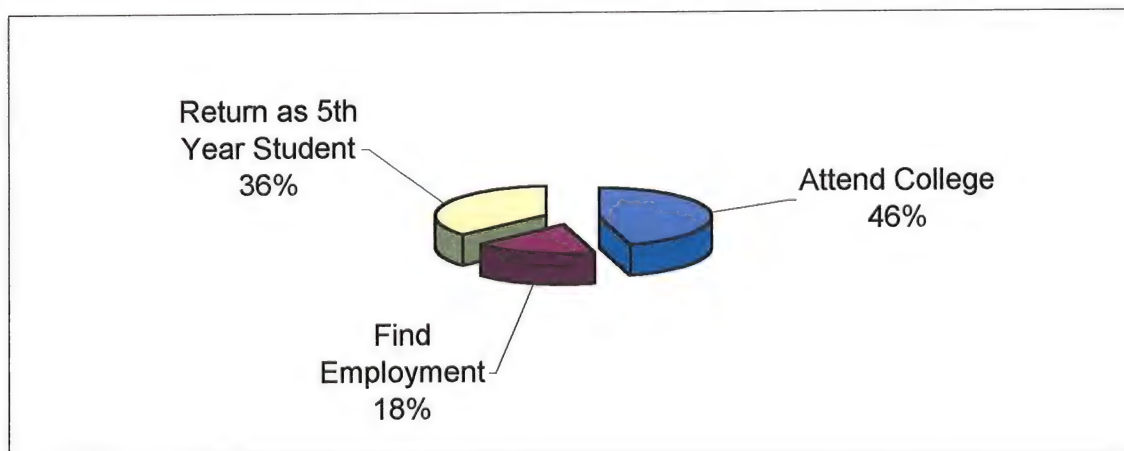
The number of ISD students dropping out of school is well below national and state averages. No ISD student dropped out of school during the 2000-01 year. The following shows the number of students dropping out of school since the 1994-95 school year:

1994-95:	0
1995-96:	1
1996-97:	1
1997-98:	0
1998-99:	1
1999-2000:	2
2000-01:	0

Post-secondary Plans

While ISD can account for most of the graduates, an improved system to closely monitor what graduating seniors plan to do upon graduation was set in place during the 2000-01 year. Figure 3 shows the percentage of students attending college, finding employment or returning to ISD as 5th year senior.

Figure 3: Plans of seniors graduating from ISD in 2001



The percentage of students from the 2001 graduating class (45%) planning to attend college is the highest since the 1997 graduating class (48%). On an even more positive note, it is known that all 5 students from the 2000 graduating class have returned to their university for their second year of college study.

As result of the analysis of post-secondary planning, this area has been identified as an area for potential improvement for the school to continue to track its alumni in order to measure success.

Alumni Survey

A survey was developed by the School Profile Committee using suggested items from the NCA booklet, "Developing the School Profile," but modified to be more culturally appropriate for use with Deaf persons. The survey was distributed to alumni living mostly in the Indianapolis area. A total of 221 responses were received. The oldest alumni completing the survey graduated in 1929 and the youngest was from the last graduating class. Items asked on the survey were mostly related to continuing education, type of employment, income, and satisfaction with the education at ISD and feeling safe at the school. For a full and detailed report, see Appendix B for the results of the alumni survey.

The key findings of the alumni survey show that there is some success by ISD in preparing graduates for the world of continuing their education and expressing satisfaction with the school and the staff at ISD.

Continuing Education

Of the 221 responses, 62% of the alumni reported that they continued their education after graduating from ISD. The following represents the type of program and the percentage of the 134 alumni who indicated that they continued their education:

<u>Program</u>	<u>Percent</u>
4-year College	40%
Junior College	9%
Community College	6%
Vocational School	13%
Business School	10%
Technical Institute	22%



Further, the alumni were asked to mark the highest degree or diploma received. The following represents the type of diploma or degree and the percentage of 193 alumni who responded to this item:

<u>Diploma/Degree</u>	<u>Percent</u>
HS Certificate	12%
HS Diploma	62%
AA/AAS Degree	10%
BA/BS Degree	7%
MA/MS Degree	7%
Ph.D.	1%



In addition, 11% of the respondents indicated that they were currently in a college or training program.

Employment

Inquiries on the alumni survey included current status of employment. The following represents the status and the percentage of alumni who responded to questions regarding employment:

	<u>Percent</u>
Currently Employed	57%
Retired	35%

The National Center for Health Statistics, in a 1994 study, reported that an estimated 43.7% of the total Deaf and Hard of Hearing population were employed in the Labor Force indicating that the employment rate of graduates from ISD is higher than the national Deaf and Hard of Hearing population.

In addition, a survey item asked the alumni to indicate whether they were collecting SSI (Supplemental Security Income) or SSD (Social Security Disability) payments. Of the 190 alumni responding to this item, 62 said that they were collecting such payments, a 33% rate.

The alumni were asked to indicate or list their occupation. Results indicate that the graduates were employed in a wide variety of occupational categories. The following represents occupational categories and the percentage of alumni in that category:

<u>Occupation</u>	<u>Percent</u>
Education	15%
Clerical	11%
Technical (Computer)	10%
Printing	9%
Business	7%
Auto Industry/Repair	6%
Home Builder/Improvement	5%
Postal Service	3%
Farming	2%
Other	32%



Income

The alumni were asked to state their yearly income. The following shows income categories and the percentage of alumni who responded in that category:

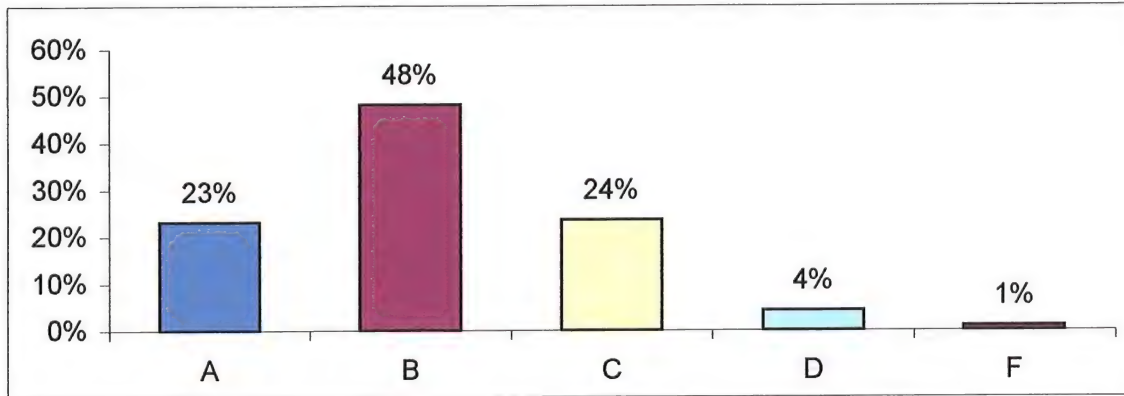
<u>Yearly Income</u>	<u>Percent</u>
\$9,999 or less	16%
\$10,000-24,999	41%
\$25,000-49,999	33%
\$50,000 and over	10%



Education at ISD

The alumni were asked if they were satisfied with the education that they received at ISD. Eighty-five percent (85%) said that they were satisfied. In addition, the alumni were asked to give ISD a grade for the education that they received. Of the 212 responses to this item, 71% gave ISD a grade of B or higher, 24% gave a C and 5% gave a D or F.

Figure 4: Alumni grades for education received at ISD



Feeling Safe at ISD

The alumni were asked if they felt safe at ISD when they were a student. Of the 191 respondents to this item, 91% said they always or usually felt safe and 9% said they sometimes felt safe. One respondent said he/she never felt safe.

Section IV:

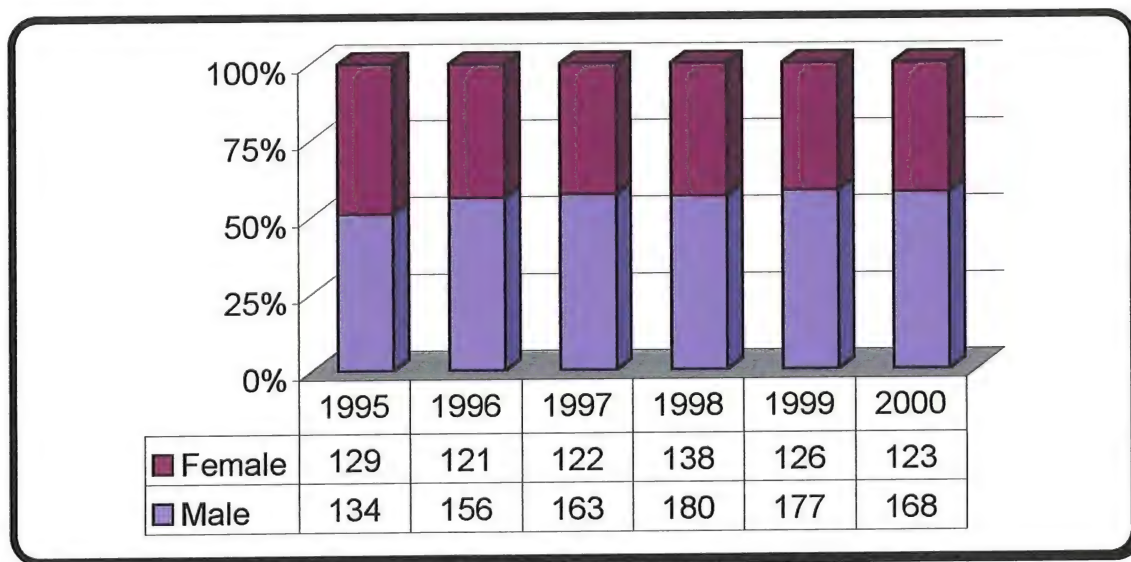
Student Characteristics

Disaggregation of Information

Gender

The number of male students at ISD increased by 25% in the 2000-2001 school year as compared with the 1995-1996 school year. While the number of female students remained relatively stable, the percentage of female students of the total student body decreased by 7% indicating that new students enrolling into ISD primarily have been male students. In the 2000-2001 school year based on the December 1 headcount, 58% of the total student body was males and 42% were females. Figure 4 shows number of enrolled female and male students at ISD for the last six years.

Figure 3: Female and male students at ISD

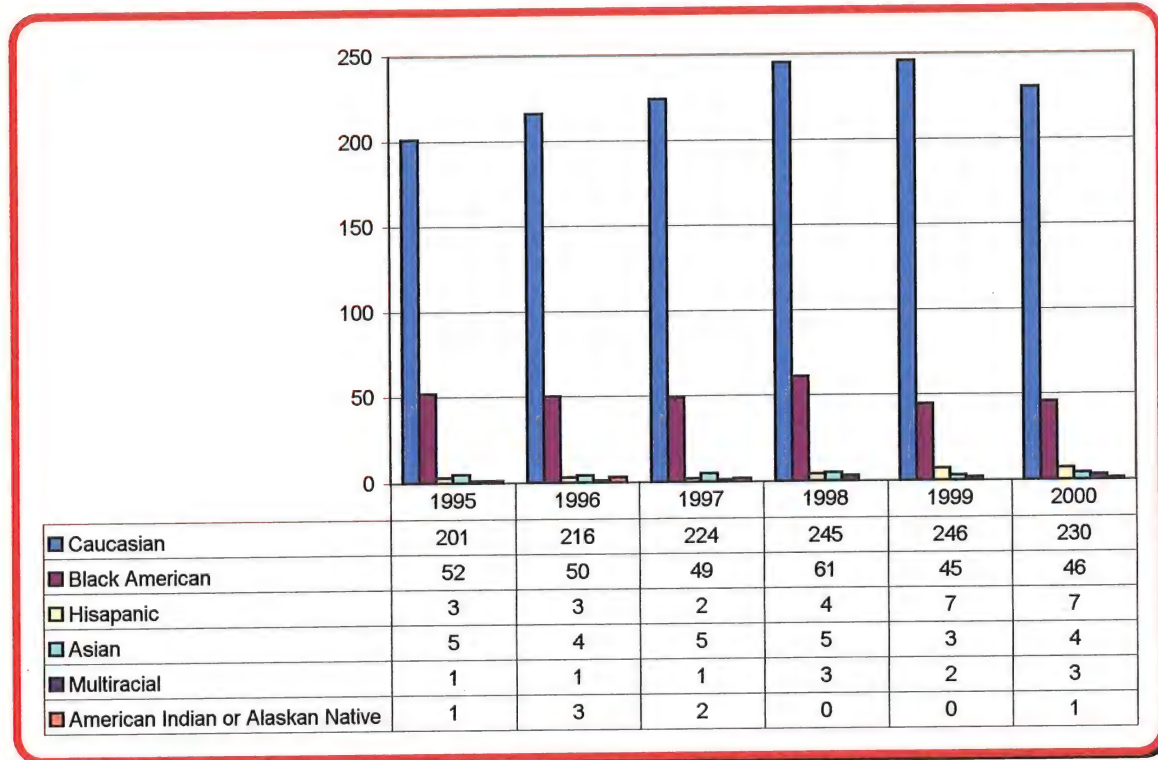


Race/Ethnicity

Analysis of the ethnic/racial category of students enrolled will show that ISD is primarily populated with Caucasian students. Based on the December 1 headcount, data indicate the following:

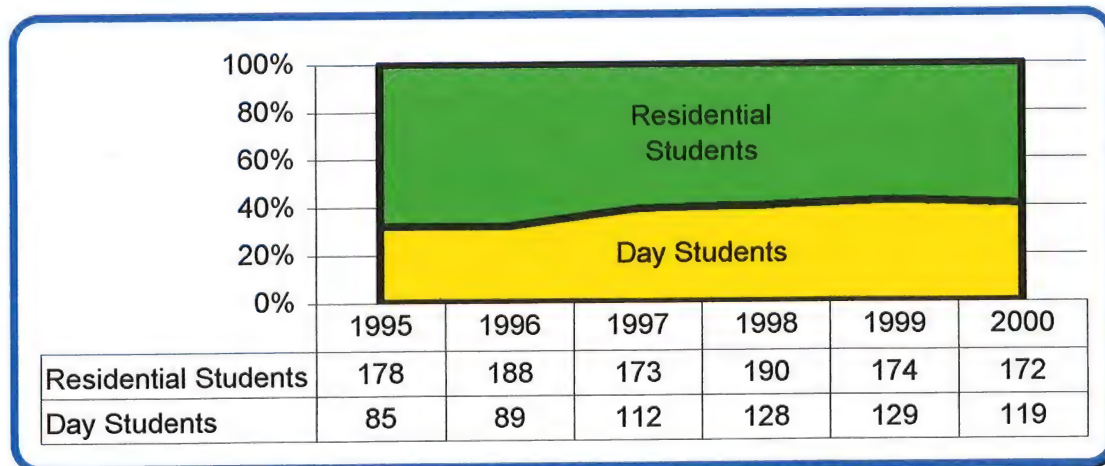
- The number of Caucasian students increased by 14% in the 2000-2001 school year as compared with the 1995-96 school year.
- While the number of Black American students remained relatively stable over the 6-year period, the number of Black American students decreased by 9% in the 2000-2001 school year as compared with the 1995-96 school year.
- Students from Hispanic, Asian, Multiracial and American Native categories represent a significantly small number of the total student population. Only 5% of the total student body comprises these four categories. However, it is important to note that the number of Hispanic students increased by 130% in the 2000-2001 school year as compared with the 1995-96 school year.

Figure 4: Race and ethnicity enrollment patterns at ISD since 1995-96 school year



Residential and Day Students

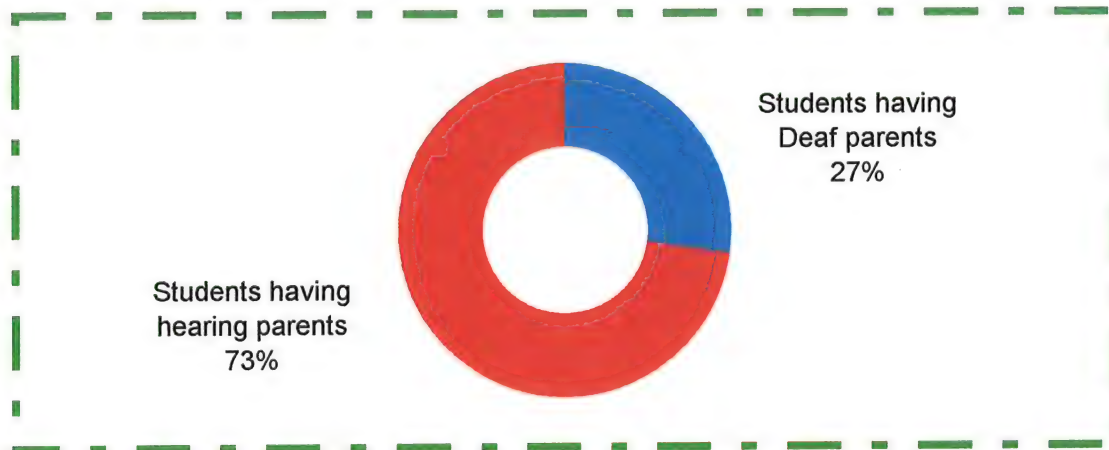
The number of residential students remained relatively stable each year since the 1995-96 school year with the number peaking to 190 residential students in the 1998-99 school year. The number of day students increased significantly. The number of day students for the 1995-96 school year was 85 students and the number of day students increased to 119 in the 2000-2001 school year, an increase of 40%. Additionally, the percentage of day students of the total student body increased by 9% in the 2000-2001 school year as compared with the 1995-1996 school year. Figure 5 shows the number and percentage of residential and day students



Students Having Deaf Parents or Hearing Parents

The number of students having Deaf parents at ISD has been increasing. Of the 302 students enrolled as of February 1, 2001, 82 students have Deaf parents. This represents 27% of the student body. This percentage figure is one of the highest in the nation among schools for the deaf.

Figure 6: Percentages of students having Deaf or hearing parents

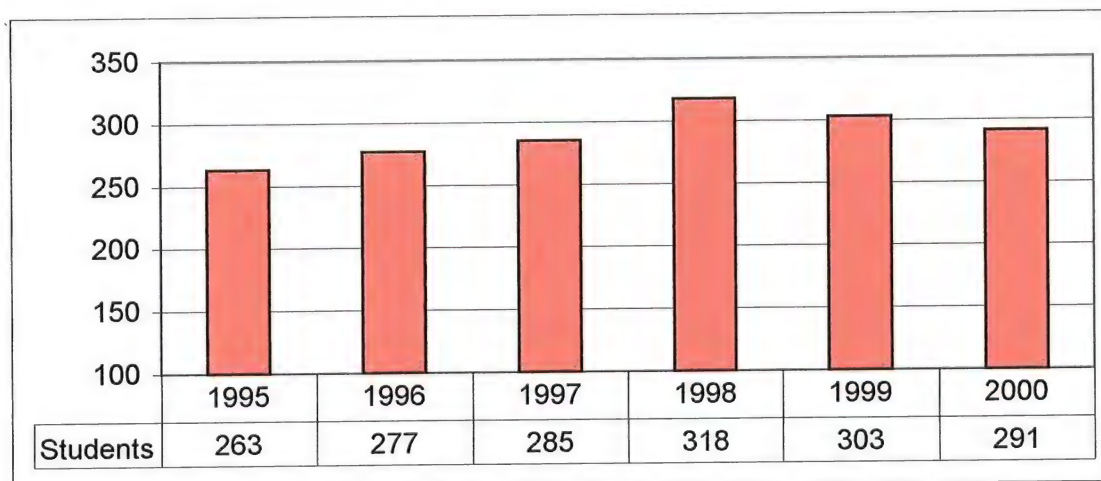


Enrollment Data

Enrollment

Enrollment for the 2000-2001 school year increased approximately 11% as compared with enrollment in 1995-1996. Enrollment figures were based on the December 1 Headcount submitted annually to the Department of Education. Figure 1 shows enrollment figures for the last six years at ISD.

Figure 1: Enrollment



As of February 2001, enrollment increased by 11 students at ISD since the December 1 headcount. Of the 302 students, 264 students are enrolled in K-12 programs and 38 students are in the Preschool program. The enrollment breakdown by grades is as follows:

Preschool	19	Pre Kindergarten	19
Kindergarten	14	1 st Grade	18
2 nd Grade	16	3 rd Grade	16
4 th Grade	18	5 th Grade	16
6 th Grade	17	7 th Grade	23
8 th Grade	24	9 th Grade	17
10 th Grade	40	11 th Grade	20
12 th Grade	24	5 th Year Senior	1

Indiana Population of Deaf and Hard of Hearing Students

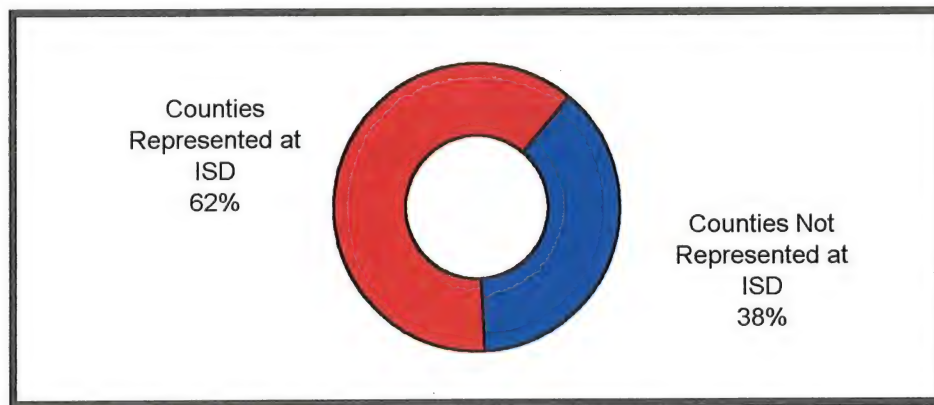
In the 1999-2000 school year, the total number of students under the hearing impaired classification in the State of Indiana, according to Department of Education count, is 1,901. Of that number, 1,598 students are enrolled in public schools; representing 84% of the Deaf and Hard of Hearing student population, and 303 students are enrolled at

ISD, representing 16% of the population. The 84%-16% difference has been the same over the past 5 years.

Enrollment by County

There are 92 counties in Indiana. ISD has students enrolled from throughout the state as students come from 57 different counties. Counties with the most students at ISD are Marion County (121 students), Hamilton County (28 students), Lawrence County (14 students) and Lake County (13 students).

Figure 2: Percentage of Indiana counties represented at ISD



Classification of Students

One hundred percent (100%) of the students enrolled at ISD are classified as special education students, and as required by law, each student has an Individualized Education Plan (IEP). As part of special education law (Part B of IDEA), students are classified according to their handicapping conditions. ISD has students classified into six categories of handicapping conditions. The following, based on the December 1 Headcount submitted to the Department of Education on December 5, 2000, is a listing of conditions and the number of students classified into that condition for the 2000-2001 school year:

1. Hearing Impaired	266 students
2. Multiple Handicap	13 students
3. Autism	6 students
4. Dual Sensory Impairment	4 students
5. Traumatic Brain Injury	1 student
6. Other Health Impairment	1 student

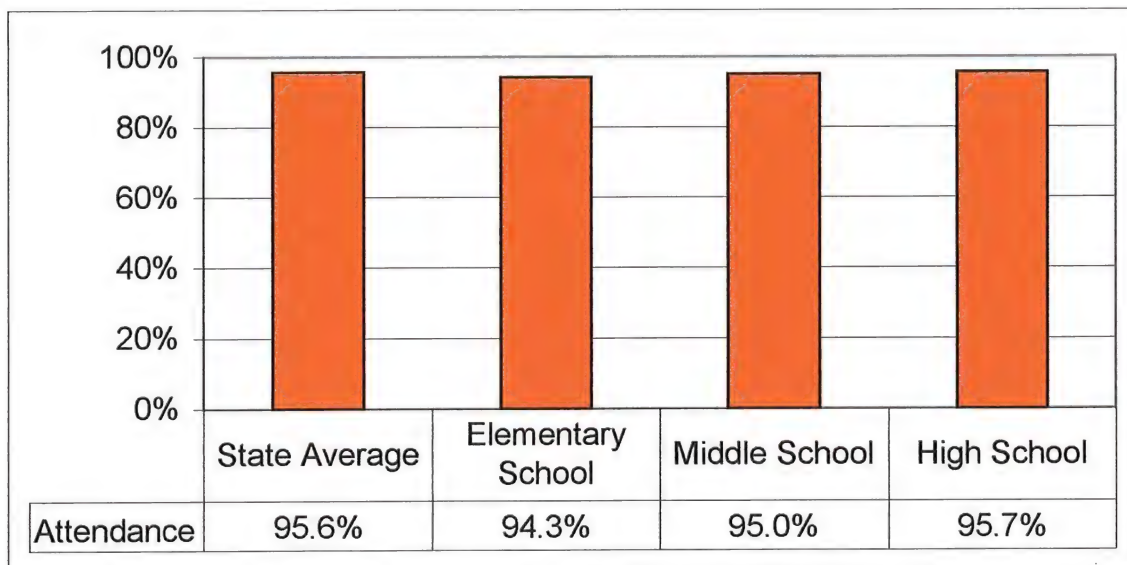
Total 291 students

Attendance

The attendance rate at ISD for 2000-01 was compared to the state average for 1999-00. The ISD attendance average for the combined K-12 programs was slightly below the state average. The attendance average for ISD was 95.0% in 2000-01 while the state average was 95.6% for 1999-00.

Further analysis of the ISD attendance rate show that the Elementary School and the Middle School was slightly below the state average. The High School attendance average was slightly higher than the state average.

Figure 1 provides the attendance rate for all three programs in 2000-01 compared with the state average in 1999-00.



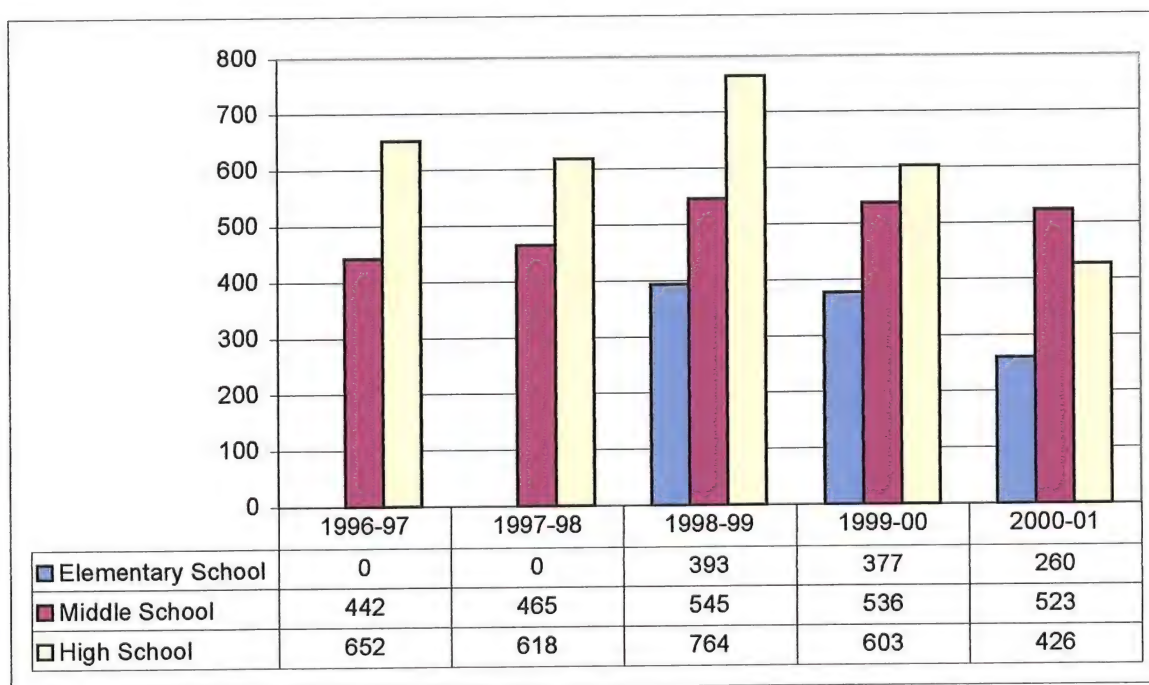
Incident Reports

The Elementary School reported a total of 260 student incidences that were written or reported by staff in 2000-01. This number is a decrease of 31% compared to 377 reports in the previous school year. The 260 student incidences represent an average of 3 incidents per student.

The Middle School reported a total of 523 student incidences that were written or reported by staff in 2000-01. This number is similar to the previous two school years. The 523 student incidences represent an average of 8 incidents per student.

The High School reported a total of 426 student incidences that were written or reported by staff in 2000-01. This number is a decrease of 29% compared to 603 reports in the previous school year. The 426 student incidences represent an average of 4 incidents per student.

Figure 1: Number of Student Incident Reports in School Departments



An examination on data disaggregates in regards to student incidents was conducted. Results show discrepancies among the number of reports for students in ethnic categories and for residential students.

Figure 2 will illustrate ethnic differences. Figure 3 will illustrate residential and day student differences.

Figure 2: Ethnic disaggregates on number of student incident reports

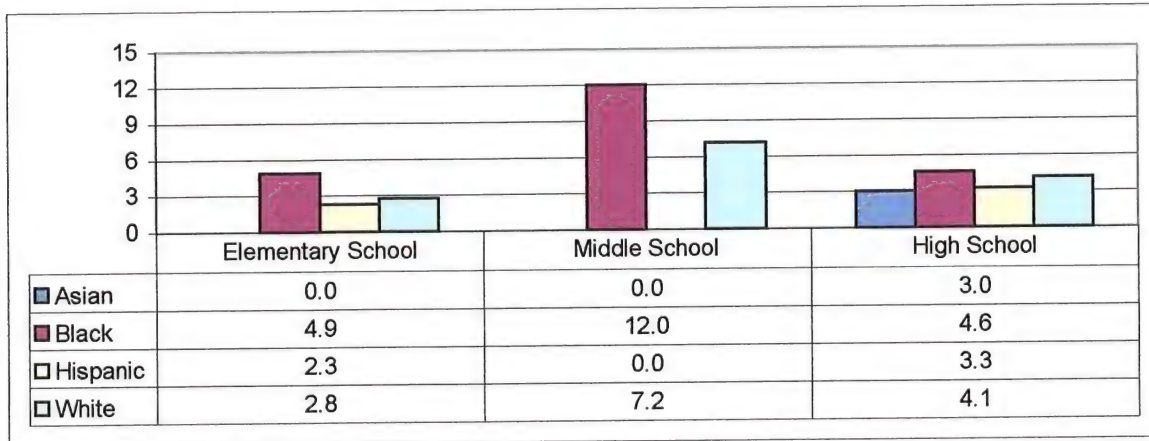
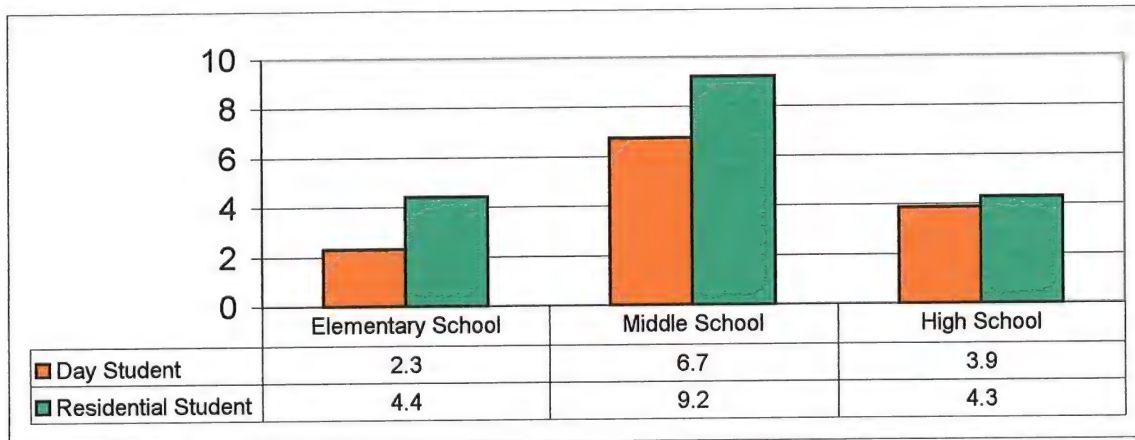


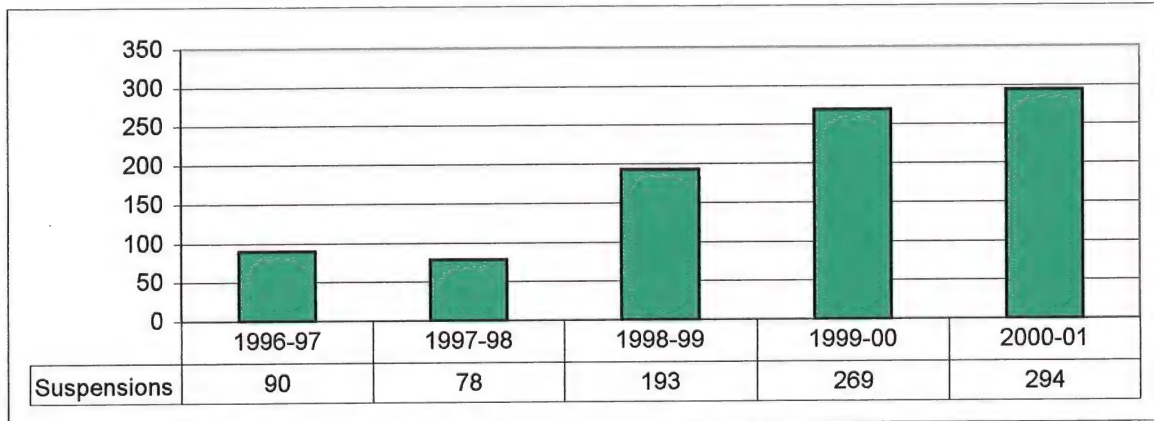
Figure 3: Day and residential disaggregates on number of student incident reports



Suspension and Expulsion Rates

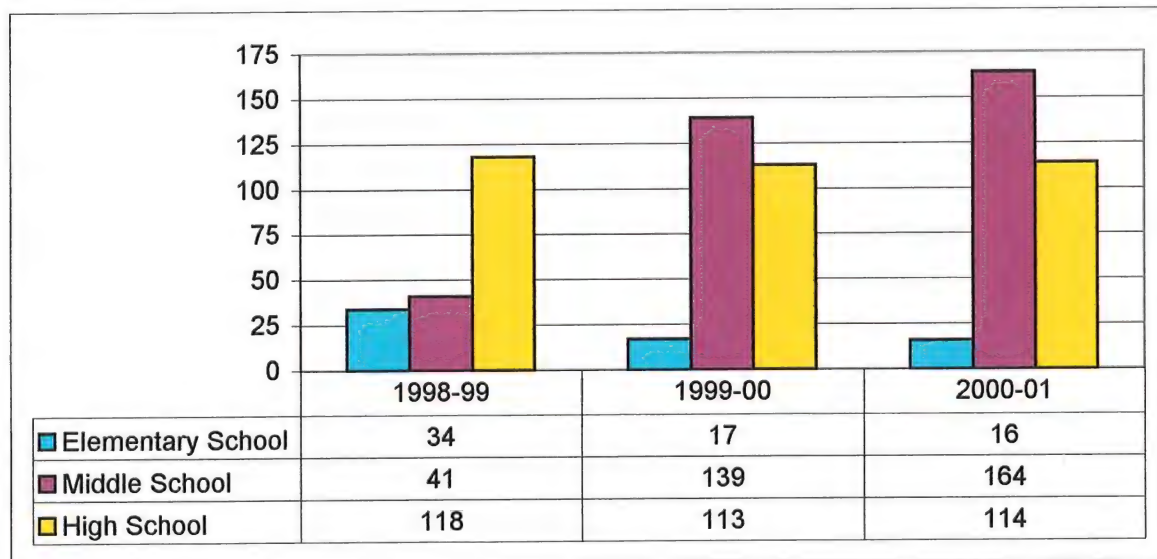
Suspensions

The number of student incident reports created a tremendous increase in the number of days students were suspended from school at ISD. The number of days includes both in-school suspensions and out-of-school suspensions. Figure 4 will show that suspensions increased by 377% in 2000-01 as compared with 1997-98.



The breakdown of suspension days by school departments will show that the Middle School contributed to the huge increase of students being suspended. Middle School student suspensions accounted for 56% of the total number of suspensions at ISD while the Elementary School accounted for 5% and the High School 39%. In addition, Middle School suspensions increased by 400% in 2000-01 as compared with the 1998-99 year while Elementary School suspensions decreased by 53% and the High School 3%.

Figure 5 will show the number of days students were suspended by school departments since 1998-99.



The seven most reasons recorded for suspensions of students at ISD were identified and are as follows:

1. Sexual misconduct (24)
2. Disruptive behavior (21)
3. Disrespect (17)
4. Harassment/Intimidation (17)
5. Fighting (15)
6. Insubordination (13)
7. Theft (10)

The reasons for suspensions were broken down into school departments.

- Elementary School

Examination of the data will show that suspensions of students in the Elementary School suspensions were due to one of two reasons:

1. Disruptive behavior (5)
2. Assault and battery (4).

- Middle School

Examination of the data will show that suspensions of students in the Middle School were due to one of the 12 reasons:

1. Sexual misconduct (22)
2. Disrespect (13)
3. Fighting (10)
4. Disruptive behavior (10)
5. Unwilling to work/unpreparedness (8)
6. Insubordination (8)
7. Harassment/Intimidation (6)
8. Truancy (5)
9. Inappropriate behavior/conduct (4)
10. Theft (4)
11. Misuse of school property (3)
12. Tardiness (2)

- High School

Examination of the data will show that suspensions of students in the High School were due to one of the 18 reasons:

1. Harassment/intimidation (11)
2. Theft (6)
3. Disruptive behavior (6)
4. Insubordination (5)
5. Fighting (5)
6. Inappropriate behavior/conduct (4)

7. Disrespect (4)
8. Truancy (3)
9. Assault/battery (3)
10. Sexual misconduct (2)
11. Combative acts (2)
12. Destruction of property (2)
13. Drug paraphernalia (2)
14. Cheating (1)
15. Tardiness (1)
16. Unwilling to work/unpreparedness (1)
17. Trespassing/loitering (1)
18. Misuse of school property (1)

Expulsions

ISD acts in accordance with the special education law, Individuals with Disabilities Act, for the entire student body. Therefore, no ISD student has been expelled for disciplinary reasons over the past five years. Hence, ISD has acted in compliance with this special education law.

ISTEP

Percentage of Students Participating in ISTEP Testing

Since ISD acts in accordance to the special education law, Case Conference Committees, for each individual student, considers and selects the type of assessment to be used. Over the four-year period of ISTEP at ISD, 77% of the students have taken the ISTEP with the average percentages higher for students in the 6th, 8th and 10th grade. An average of only 57% of the students in the 3rd grade took the ISTEP.

Table 1 illustrates participation rate for 3rd, 6th, 8th and 10th grade students at ISD.

	3rd Grade	6th Grade	8th Grade	10th Grade	Total
1997-98	7	10	17	26	60
Percent Taking ISTEP	33%	83%	71%	87%	69%
1998-99	8	16	31	22	77
Percent Taking ISTEP	80%	76%	91%	96%	88%
1999-00	11	20	17	18	66
Percent Taking ISTEP	61%	83%	89%	82%	80%
2000-01	11	9	20	31	71
Percent Taking ISTEP	69%	56%	83%	78%	74%
Average Percent Taking ISTEP	57%	75%	84%	84%	77%

Students Scoring Above Standard on Both Parts of the ISTEP

Since the inception of ISTEP in the school year 1997-98, the percentage of students passing both Language Arts and Mathematics in 2000-01 was the highest in 8th and 10th grades. The percentage remained the same for 6th grade. No student passed in the 3rd grade and only one student from the 3rd grade passed both parts in the four years of ISTEP.

Table 2 illustrates the number of students passing both parts of the ISTEP in 3rd, 6th, 8th and 10th grades as well as those students retested in their junior and/or senior years at ISD.

	3rd Grade	6th Grade	8th Grade	10th Grade	After Retests	Total
1997-98	0	0	1	1		2
Percent Passing	0%	0%	6%	4%		3%
1998-99	1	0	6	0	2	9
Percent Passing	13%	0%	19%	0%	4%	7%
1999-00	0	2	0	4	4	10
Percent Passing	0%	12%	0%	22%	5%	11%
2000-01	0	1	4	8	2	15
Percent Passing	0%	11%	20%	26%	6%	15%

Students Scoring Above Standard on ISTEP Language Arts

The number of students passing ISTEP Language Arts in Grades 3, 6, 8 and 10 including students retested peaked in the 2000-01 school year with 18 students satisfying the Language Arts requirement. While the percentage of students in the 6th and 10th grades (including retests) reached its highest in 2000-01 and the percentage in the 8th grade exceeding 1999-00 results, no students in the 3rd grade satisfied the expectations.

Table 3 presents the number and percent of students passing Language Arts in Grades 3, 6, 8 and 10 plus those retesting in their junior and senior years at ISD.

	3rd Grade	6th Grade	8th Grade	10th Grade	After Retests	Total
1997-98	0	0	2	4		6
Percent Passing	0%	0%	12%	15%		10%
1998-99	1	0	9	3	0	13
Percent Passing	13%	0%	29%	14%	0%	11%
1999-00	0	2	0	3	2	7
Percent Passing	0%	10%	0%	17%	3%	5%
2000-01	0	2	4	9	3	18
Percent Passing	0%	22%	20%	29%	10%	18%

Based on Case Conference Committee determinations, all students taking the ISTEP were tested with accommodations as allowed by Department of Education guidelines. Percentages of students tested with accommodations scoring above standard in Language Arts were obtained from the Department of Education and results of ISD students were compared with students who were also tested with accommodations from General Education, Special Education, Limited English Proficiency and Hearing Impaired Classification categories.

The percentage of ISD students in 6th grade and 10th grade were the highest of all categories and students in the 8th grade was the second highest when comparing results. Since no students from the 3rd grade scored above standard, ISD ranked the lowest.

Table 4 shows the percentage of students tested with accommodations scoring above standard in Language Arts.

	3rd Grade	6th Grade	8th Grade	10th Grade
General Education	25%	13%	35%	20%
Special Education	12%	6%	13%	18%
Limited English Proficiency	9%	4%	13%	16%
Hearing Impaired Classification	13%	9%	14%	22%
ISD	0%	22%	20%	29%

Students Scoring Above Standard on ISTEP Math

The number of students passing ISTEP Mathematics in Grades 3, 6, 8 and 10 including students retested peaked in the 2000-01 school year with 25 students satisfying the Mathematics requirement. While the percentage of students in the 8th and 10th grades (including retests) reached its highest in 2000-01, the percentage of students in the 3rd and 6th grade scoring above standard decreased as compared with 1999-00 results.

Table 5 presents the number and percent of students passing Math in Grades 3, 6, 8 and 10 plus those retesting in their junior and senior years at ISD.

	3rd Grade	6th Grade	8th Grade	10th Grade	After Retests	Total
1997-98	2	0	1	1		4
Percent Passing	29%	0%	6%	4%		7%
1998-99	1	1	6	3	4	15
Percent Passing	13%	6%	19%	14%	9%	12%
1999-00	3	4	1	4	13	25
Percent Passing	27%	20%	6%	22%	19%	18%
2000-01	2	1	5	11	6	25
Percent Passing	18%	11%	25%	35%	26%	27%

As with Language Arts, percentages of students tested with accommodations scoring above standard in Mathematics were obtained from the Department of Education and results of ISD students were compared with students who were also tested with accommodations from General Education, Special Education, Limited English Proficiency and Hearing Impaired Classification categories.

The percentage of ISD students in 10th grade was the highest of all categories and students in the 8th grade was the second highest when comparing results. The percentage of students from the 3rd and 6th grade ranked the lowest.

Table 6 shows the percentage of students tested with accommodations scoring above standard in Mathematics.

	3rd Grade	6th Grade	8th Grade	10th Grade
General Education	40%	29%	31%	28%
Special Education	23%	16%	15%	23%
Limited English Proficiency	22%	14%	14%	22%
Hearing Impaired Classification	32%	24%	26%	31%
ISD	18%	11%	25%	35%

ISTEP Disaggregation of Data

ISTEP Language and Mathematics scores were further examined by using data disaggregates. The ISTEP data disaggregates examined were as follows:

1. Gender
2. Ethnicity
3. Mobility
4. Day students or residential students
5. Deaf parents or hearing parents

No significant patterns were found in scores among gender, ethnicity and mobility of students. Students having Deaf parents scored much higher than students having hearing parents in both Language Arts and Mathematics assessments.

Figure 1 shows average ISTEP scores in Language Arts for students having Deaf parents and having hearing parents.

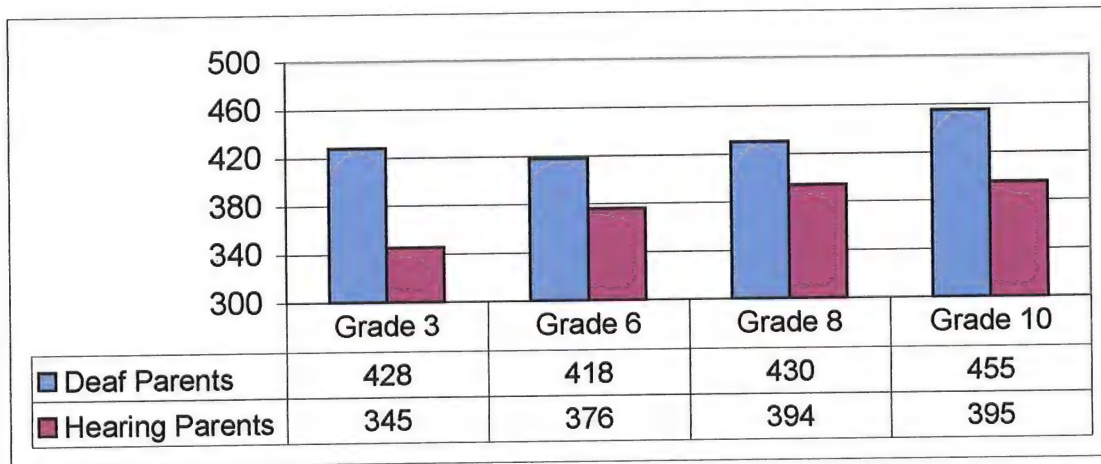
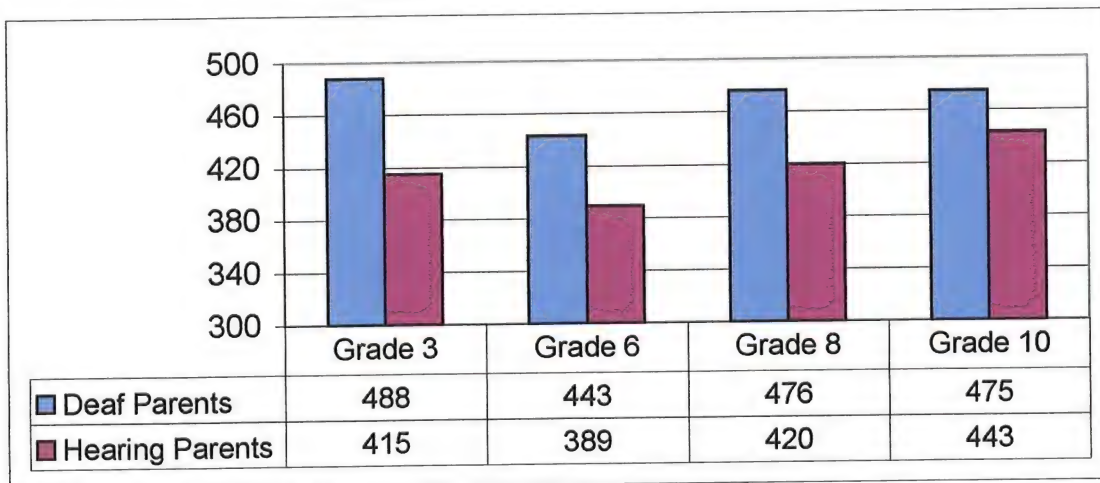
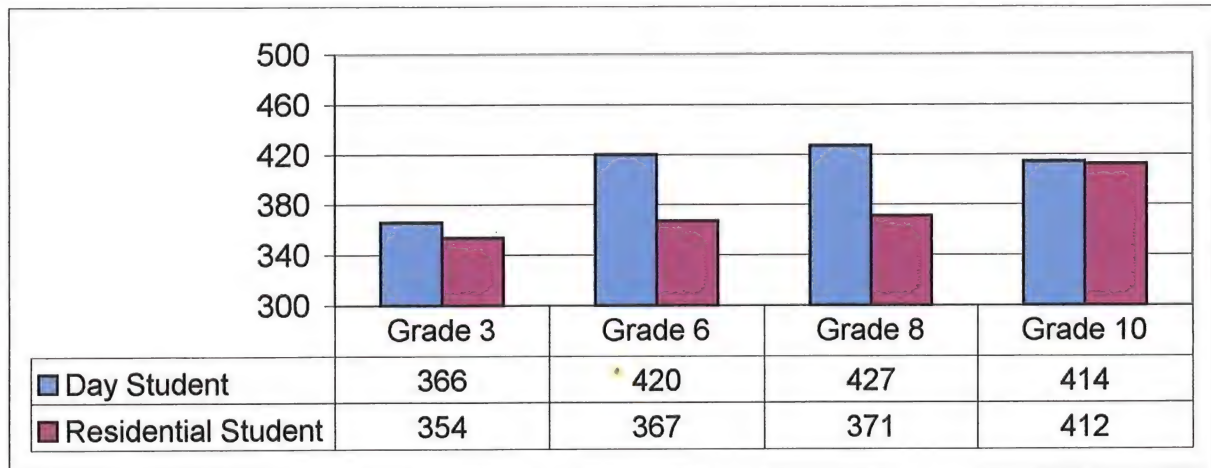


Figure 2 shows average ISTEP scores in Mathematics for students having Deaf parents and having hearing parents.



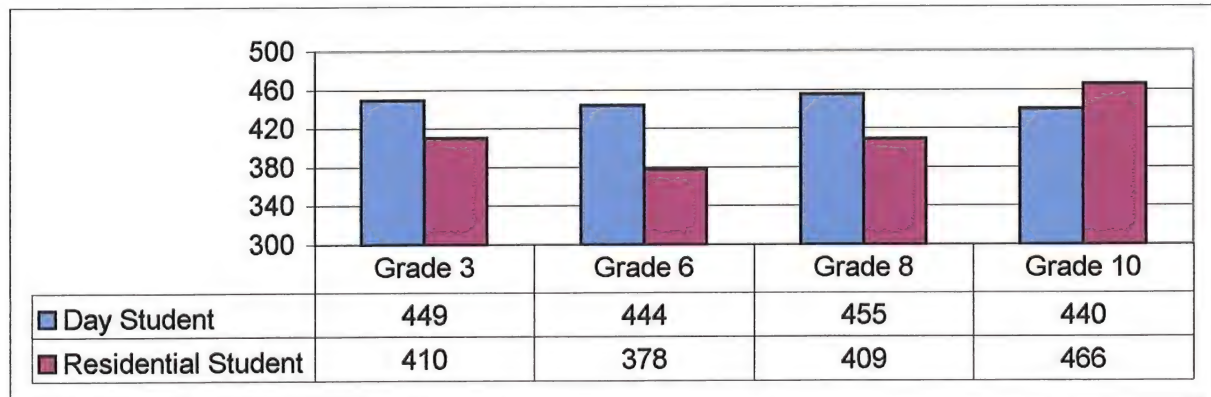
Students categorized as Day students consistently scored higher than residential students on the Language Arts assessment.

Figure 3 shows the average Language Arts score for Day students and Residential students.



Day students in Grades 3, 6 and 8 scored much higher in the Mathematics assessment than residential students. Residential students scored higher than day students in the Grade 10 assessment.

Figure 4 shows the average Mathematics score for Day students and Residential students.



ISTEP Assessment Objectives: Language Arts

The state testing examination results provided to ISD includes information on the percent of students mastering objectives in Language Arts. The list of objectives for Grades 3, 6, 8 and 10 with the percent of students mastering specific objectives are as follows:

	3rd Grade	6th Grade	8th Grade	10th Grade
Const. Meaning	0%	22%	15%	16%
Elaborate Meaning	0%			
Compare/Predict		11%	20%	
Textual Clues		22%	20%	18%
Writing Develop	0%	22%	15%	18%
Language-In-Use	0%	22%	15%	21%
Punct/Capital	0%	22%	15%	19%
Usage	0%	22%	20%	19%
Categorize	0%			
Make Prediction	0%			
Spelling		22%	20%	19%
Make Inferences		22%	15%	19%
Cause/Effect		22%	15%	18%
Fact/Opinion		22%	20%	18%
Reality/Fantasy				
Purpose/Perspective			20%	19%
Rel/Irrelevant			15%	19%
Comp/Contrast			20%	21%
Literal Meaning	0%	22%	20%	18%
Sign/Symbols	0%			
Story Structure		22%	15%	18%
Struct. Of Exp		22%	20%	16%
Literary Conven			20%	24%
Subtest Average	0%	21%	18%	19%

The subtest average shows that no students in the 3rd grade mastered any of the Language Arts objectives. Subtest averages for 6th grade, 8th grade and 10th grade show that a small percentage of students have mastered objectives outlined for Language Arts.

ISTEP Assessment Objectives: Mathematics

The state testing examination results provided to ISD includes information on the percent of students mastering objectives in Mathematics. The list of objectives for Grades 3, 6, 8 and 10 with the percent of students mastering specific objectives are as follows:

	3rd Grade	6th Grade	8th Grade	10th Grade
Probsolv/Comm/R	27%	11%	25%	31%
Place Value	18%	22%	30%	22%
Whole No Sense	18%			
Real No Sense		22%	25%	26%
Fract/Decimals	18%			
Comp/Estimation		22%	30%	26%
Whole No Comp/Est	18%			
Geometry	18%	22%	20%	26%
Spatial Sense	27%			
Measurement	18%	22%	20%	35%
Stat/Probability		11%	20%	
Probability/Stat	18%			
Algebra		33%	30%	
Ratios/Prop/%			30%	
Subtest Average	20%	21%	26%	28%

As with Language Arts assessment objectives, the subtest average shows that a small percentage of students in Grades 3, 6, 8 and mastered objectives outlined for Mathematics.

Stanford Achievement Test

The Stanford Achievement Test, 9th Edition is an achievement test used by ISD on an annual basis. While the test is known as Stanford 9, the test is known in the ISD community as SATHI.

SATHI was designed to measure achievement in the curriculum content taught in grades 1 through 9 throughout the United States. According to the introductory description of this instrument, this test is often used through high school due to the more gradual English language development of many Deaf students.

Stanford 9 is available at 8 difficulty levels, which measure content that is considered appropriate for students in specific grades in school. The levels are not any different than SATHI and the levels and their corresponding grade levels of content are as follows:

Test Level	Grade levels		
Primary 1	1.5	to	2.5
Primary 2	2.5	to	3.5
Primary 3	3.5	to	4.5
Intermediate 1	4.5	to	5.5
Intermediate 2	5.5	to	6.5
Intermediate 3	6.5	to	7.5
Advanced 1	7.5	to	8.5
Advanced 2	8.5	to	9.5

The test is usually not administered to Deaf children under the age of 7. In addition, the assignment of the test given to Deaf students is made on the basis of a brief screening test.

Table 1 illustrates the number of students in each grade level assigned to the SATHI test level.

	<u>P1</u>	<u>P2</u>	<u>P3</u>	<u>I1</u>	<u>I2</u>	<u>I3</u>	<u>A1</u>	<u>A2</u>
Grade 1	15							
Grade 2	10							
Grade 3	13		3					
Grade 4	10	2	3	2				
Grade 5	2	5	3		3			
Grade 6	4	1	2	1			3	
Grade 7			13	1		2	3	1
Grade 8	2	1	4	5	4	2	3	
Grade 9		1		7	1	5	2	
Grade 10		1	3	8	4	3	6	8
Grade 11		2	3	4	7			2
Grade 12			5	3	4		2	2
Total	56	13	39	31	23	12	19	13

Students achieving post-high school results at the Advanced 2 level are waived from further testing of the SATHI. The number of students achieving post-high school levels in reading has been stable while the number of students achieving post-high school levels has increased annually.

Table 2 shows the number of students achieving post-high school results in reading comprehension and in mathematics problem solving since the 1999 school year.

<u>Reading Comprehension</u>					<u>Mathematics Problem Solving</u>				
	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>		<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>
Grade 6					Grade 6	2			
Grade 7	2				Grade 7				1
Grade 8				1	Grade 8				
Grade 9		1	3		Grade 9	1		2	1
Grade 10		1	1	3	Grade 10			1	5
Grade 11		1			Grade 11		1	1	1
Grade 12		1			Grade 12		2		
Total	2	4	4	4	Total	3	3	4	8

Results of the SATHI were examined and 4 critical curriculum content areas were selected for analysis: reading comprehension, language, mathematics problem solving and mathematics procedures. In addition, data will show the number of students taking SATHI, the number scoring above and below measurable range, highest and lowest grade equivalent and the median grade equivalent for each grade level from 1st grade up to 12th grade.

The following three pages will include tables for elementary school (grades 1-5), middle school (grades 6-8) and high school (grades 9-12). Results will show that language and mathematics continue to be of concern.

Number of Students Taking SATHI	Number Scoring Above Measurable Range	Number Scoring Below Measurable Range	Number To Calculate Average	Highest Grade Equivalent	Lowest Grade Equivalent	Median Grade Equivalent
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Grade 1

Reading Comprehension	15	2	5	8	1.9	1.2	1.6
Language	11	1		10	2.1	K9	1.1
Problem Solving	15	1		14	1.8	K3	K8
Math Procedures	14	2	3	9	2.7	K8	1.2

Grade 2

Reading Comprehension	9	3		6	1.6	1.2	1.6
Language	6			6	2.8	K8	1.5
Problem Solving	10	3	1	6	2.8	K7	1.8
Math Procedures	9	4		5	2.7	K8	1.4

Grade 3

Reading Comprehension	16	1		14	3.3	1.2	1.6
Language	16		1	15	3.5	K8	1.4
Problem solving	17	1		16	4.8	K7	1.4
Math Procedures	17	4	1	12	4.4	1.0	1.8

Grade 4

Reading Comprehension	16		1	15	5.0	1.3	2.2
Language	17		1	16	4.3	K8	1.6
Problem Solving	17			17	10.6	1.2	1.9
Math Procedures	16	7		9	5.3	1.5	2.7

Grade 5

Reading Comprehension	13	1	1	11	4.7	1.6	2.5
Language	13	1		12	4.5	1.4	2.0
Problem Solving	13			13	7.6	1.5	2.6
Math Procedures	13	4		9	7.3	1.3	3.0

	Number of Students Taking SATHI	Number Scoring Post High School Levels	Number Scoring Above Measurable Range	Number Scoring Below Measurable Range	Number To Calculate Average	Highest Grade Equivalent	Lowest Grade Equivalent	Median Grade Equivalent
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Grade 6

Reading Comprehension	11		1		10	10.0	1.4	2.2
Language	11	1		3	7	8.6	1.1	3.0
Problem Solving	11			1	10	7.5	K7	2.7
Math Procedures	11		1		10	7.5	K8	2.9

Grade 7

Reading Comprehension	21		1	1	19	8.2	2.2	3.2
Language	21		1	1	19	12.8	2.2	3.1
Problem Solving	21	1	1		19	10.6	2.0	3.6
Math Procedures	21	1	5		15	8.6	2.6	4.1

Grade 8

Reading Comprehension	21	1	1	1	18	6.4	1.4	3.6
Language	20	1		1	18	10.8	1.9	4.1
Problem Solving	21		1		20	10.6	K9	3.7
Math Procedures	21		6	1	14	10.6	2.1	5.0

	Number of Students Taking SATHI	Number Scoring Post High School Levels	Number Scoring Above Measurable Range	Number Scoring Below Measurable Range	Number To Calculate Average	Highest Grade Equivalent	Lowest Grade Equivalent	Median Grade Equivalent
Grade 9								
Reading Comprehension	17			1	16	10.0	2.3	4.8
Language	17	1			16	7.3	2.4	5.0
Problem Solving	17	1	1		15	8.2	2.3	4.7
Math Procedures	17	1	4		12	8.7	3.6	5.5

Grade 10								
Reading Comprehension	34	3	3	1	27	10.8	2.0	5.1
Language	32	3		2	27	12.8	2.2	5.0
Problem Solving	33	5	1		27	11.8	1.5	6.4
Math Procedures	33	5	4	1	23	10.6	2.2	6.9

Grade 11								
Reading Comprehension	18			3	15	8.3	2.3	5.7
Language	18		1	1	16	9.2	1.5	4.9
Problem Solving	18	1	2		15	8.1	1.5	4.7
Math Procedures	18	1	4		13	8.4	2.8	5.2

Grade 12								
Reading Comprehension	17				17	6.8	2.5	3.7
Language	15				15	10.2	2.5	4.3
Problem Solving	15				15	10.0	2.4	6.0
Math Procedures	15		6		9	10.2	3.9	5.4

Section V:

Instructional Data

Instructional Program Information

School Departments

There are four school departments that fall under the jurisdiction of the Principal's Office. Program departments are as follows:

- Preschool program houses children up to Pre-Kindergarten.
- Elementary School program serves students from Kindergarten up to 5th grade.
- Middle School department serves students from the 6th grade to 8th grade.
- High School department has students from the 9th grade to 12th grade.

For purposes of this School Profile, discussions and demonstrations of instructional data shall focus on three programs serving students in grades K-12.

Instructional Student-Teacher Ratios

Starting with the 2001-02 school year, there are 62.75 FTE teachers in the K-12 program and 18 teacher assistants. The following table shows the number of students, the number of teachers and the ratio of students per teacher in Grades K-5, 6-8 and 9-12:

Department	Students	Teachers	Students per Teacher Ratio
Grades K-5	98	23.125	4.3 students to 1 teacher
Grades 6-8	62	16	3.9 students to 1 teacher
Grades 9-12	111	23.625	4.7 students to 1 teacher
K-12 Program	271	62.75	4.3 students to 1 teacher

In addition, the Elementary department has 9 teacher assistants, Middle School department 5 teacher assistants and High School department 4 teacher assistants.

Instructional Time

For the 2001-02 school year, ISD students will be in session for 180.5 days. According to DOE policy, a student instructional day consists of a minimum of five (5) hours of instructional time in Grades 1 to 6 and six (6) hours of instructional time in Grades 7 to 12. The following table shows the minimum hours required by DOE, the number of hours ISD is in session and the time beyond 105% of the maximum.

Department	Instructional Hours In ISD School year	105% of minimum hours	Time beyond 105% maximum
Grades K-5	1080 hours	945 hours	135 hours
Grades 6-8	1245 hours	1134 hours	111 hours
Grades 9-12	1245 hours	1134 hours	111 hours

With ISD exceeding the maximum time requirements, the school is able to provide for staff and program development using the 15 hours as allowed by DOE policy.

Instructional Day

While the normal day in the Elementary School program starts at 8:00 AM and ends at 3:00 PM, the schedule does not call for traditional periods as teachers arrange their own schedule of when subjects are to be taught within their classrooms. This arrangement comes with the expectation that times are to be allocated for specific subjects from 1st to 5th grades as follows:

Language Arts	120 minutes daily
Mathematics	60 minutes daily
Science	60 minutes daily
Social Studies	60 minutes daily

With the Kindergarten program using an integrated approach to teaching and learning, the times allocated for specific areas are approximate and as follows:

Language Arts	300 minutes per week
Mathematics	150 minutes per week
Science	150 minutes per week
Social Studies	150 minutes per week

The normal class schedule run in traditional 50-minute periods for 8 periods per day in the Middle School and the High School. In addition, Language Arts subjects are offered back-to-back 50-minute periods creating a two-hour block study for students. For mathematics starting at the Algebra 1 level, two-hour block of study is expected. The following are allocated minutes of class times for the specific subjects:

<u>Subject</u>	<u>Middle School</u>	<u>High School</u>
Language Arts	100 minutes daily	100 minutes daily
Algebra 1 or higher	100 minutes daily	100 minutes daily
Mathematics*	50 minutes daily	50 minutes daily
Science	50 minutes daily	50 minutes daily
Social Studies	50 minutes daily	50 minutes daily

*Mathematics for 50 minutes daily in both Middle School and High School levels are for subjects such as Pre-Algebra or Applied Math.

Curriculum

Principles and Guidelines

ISD follows the Indiana Department of Education curriculum principles and guidelines. There is now a strong attempt to align the curriculum, instruction, and classroom assessment with the academic standards established by the Department of Education. The curriculum framework follows the balanced curriculum concept established by the State Board of Education in order to ensure a well-planned sequence of learning experiences for students at ISD.

Textbook Adoption

ISD has in place Textbook Adoption Committees for each adoption cycle. Committees consisted of teachers and parents. The committees reviewed the list of textbooks adopted by the State Board of Education and selected textbooks for use by students. Since the last accreditation review by the North Central Association, ISD completed the text adoption cycle in the following subjects:

- ✓ Language Arts
- ✓ Mathematics
- ✓ Social Studies
- ✓ Science
- ✓ Visual Arts
- ✓ Art
- ✓ Health Education
- ✓ Business Technology
- ✓ Family and Consumer Science

Curricula

Subject area curriculum committees are in place and under the leadership of the Principal in collaboration with the Curriculum Coordinator and have been actively involved in implementing the curriculum. Written documents include the school mission statement, school philosophy, desired learner outcomes, program philosophy, student outcomes, grade level indicators, list of textbook resources, and assessment. In addition, the curriculum committees make recommendations for staff development training and activities. The listing of curriculum committees is as follows:

- American Sign Language
- Arts
- Communication Center
- Deaf Studies
- Driver Education
- English/Language Arts
- Family and Consumer Science
- Health and Physical Education
- Mathematics
- Science
- Social Studies
- Technical and Vocational Programs

Curricula for each subject area provide a plethora of resources and activities for teachers and students. Components include teacher resources, student resources, instructional sequences, instructional plans and assessment choices, including formal and informal assessments.

In implementing the teaching and learning process, each teacher is expected to have instructional plans in place, which include quarterly plans and lesson plans. Plans indicate the academic standards taught, objectives, materials and resources utilized, introduction activities, guided and/or practice activities, independent and/or application activities, and evaluation.

Instructional Techniques

The instructional curriculum involved a shift toward a student-centered environment conducive to learning. According to the ISD mission and philosophy, the education community is charged to promote language acquisition and facilitate proficiency in two languages, American Sign Language and English. In achieving this goal, students must be exposed to opportunities to learn language, learn about language and learn through language by using American Sign Language (ASL) as the language of instruction. Furthermore and equally important is the instruction of English, which is in the form of reading and writing (spoken instruction, i.e. speech and speech reading, is offered by the Communication Center based on student's IEP goals).

Techniques in the delivery of the instructional curriculum are varied throughout the school as reported by ISD Curriculum Committees. In introducing and reinforcing content, a combination of methods is used. The following is a sample listing of methods:

- Cross-curricular activities among teachers and subjects
- Hands-on activities
- Lectures and presentations
- Experiments and research projects
- Problem solving
- Cooperative learning
- Group discussions
- Peer teaching
- Modeling and role-play
- Learning centers
- Participation in on-line and distance learning projects
- Partnership projects with public schools and schools for the deaf
- Field trips

Applied Curriculum Program

Program Description

Students are placed in the Applied Curriculum Program based on determination of the Case Conference Committee. In addition, individual goals may be created based on the needs of the students as Individualized Education Plans are developed by case conference determination. The number of students in the Applied Curriculum Program is as follows:

Elementary School	14
Middle School	11
High School	17

The Elementary School program has in place the use of the Syracuse curriculum for applied curriculum students. While the programs in the Middle and High Schools have functional approaches to the teaching and learning, the goals are to develop desirable skills required to lead and live independently and to secure and maintain employment. Individual goals that may be addressed could include the following:

- Language Arts
- Applied Mathematics
- Science
- Social Studies
- Social Communication
- Physical Fitness
- Domestic Living
- Family Life
- Leisure Time
- Personal Care
- Relating to Others
- Responsibility
- Safety
- Occupational Competence
- Work Behavior

Students in the program are involved with the Job Skills Training Center (JSTC). Goals of this program include:

- ⇒ Students will develop desirable skills required to secure and maintain a job in the community upon completion of high school.
- ⇒ Students will be provided with a variety of life experiences to learn the processes involved when seeking and applying for employment.
- ⇒ Students will develop job seeking and applying skills.
- ⇒ Students will develop job interview strategies and techniques and practice this skill in a proper manner.

- ⇒ Students will develop independent living skills in order to become productive and independent adults.

Applied Curriculum Course of Study (High School)

❖ Language Arts

Students will read articles from the newspaper to develop reading and vocabulary skills and gain general knowledge. They will develop sequencing, inferences, cause and effect, and questioning skills from these articles. The student will read and spell functional words from medicine labels, the calendar, environmental signs, cleaning and household labels, food labels and job applications. The students will communicate through writing and using ASL.

❖ Applied (Functional) Math

Students will use the correct process of addition, subtraction, multiplication and/or division to solve everyday math problems. These problems will include counting money, knowing when they will get change back, figuring sales tax, sale discounts, and using coupons to make purchases. Students will be able to manage money, set up a simple budget, and maintain a savings and/or checking account including making deposits, withdrawals, and reconciling a checkbook. Students will have an understanding of time management including being able to add how many hours a week within a time period for full and/or part time employment.

❖ Family Life for Applied Students

Students will critique various videotapes to identify the characteristics of a positive and negative relationship. This will include personal, casual and professional relationships. They will problem solve conflicts in relationships including verbal abuse, mental abuse, sexual abuse, and the effects of alcoholism and drugs. The students will list the characteristics of being a responsible family member, friend and spouse. They will know that they should use protection when having sex and the consequences of having sex without protection and that the best protection is abstinence. They will discuss the responsibilities of being a parent and the financial obligation of having and taking care of a baby. They will understand the consequences of abusing or neglecting a baby.

❖ Health

Students will learn the immediate and long-term effects of nutrition, drugs, tobacco, alcohol, rest and exercise. They will learn basic knowledge of common diseases. They will gain an understanding of how to use over the counter and prescription drugs. They will understand when it is necessary to see a doctor and how to set up an appointment. They will study about the importance of personal hygiene and good health habits. They will have a basic understanding of first aid, safety practices and how to respond to an emergency situation.

❖ Occupational Competence

Students will develop the skills necessary to obtain and maintain employment. This will include knowing where to look for a job, locating ads in the newspaper, and going to an

employment agency, using an interpreter and a job coach. They will investigate the job market and critique their own interests and skills for future employment. They will make a job folder with a personal information sheet and items they need to obtain employment, such as a copy of their social security card, birth certificate and school transcript. They will practice filling out various job applications, attend mock job interviews and type a simple resume, if they have the skills to do this. They will role-play a variety of behaviors that will help the student to obtain and maintain employment.

❖ Life Studies

Students will develop skills necessary to become as independent as possible. The goals in these classes are often written to meet specific needs included in the students' IEPs. The goals are also closely related to math and language arts so that skills learned can be applied to real life situations. Areas covered included, but are not limited to, personal care skills, physical development, home cleaning and safety, miscellaneous domestic skills, money management and consumer skills, recreation and leisure, and community services. Activities might include finding an appropriate product to wash hair, washing a load of laundry, using various library services, planning, shopping for preparing a simple meal, and planning a special outing, which may include budgeting and making reservations.

Student Assessment

Students are assessed using the Indiana Assessment System of Education Proficiencies (IASSEP). In addition, methods of student assessment could include staff observations, work portfolio, class participation, activities within the community and achievement of IEP goals.

Support Programs

Tutoring

Tutoring services are provided to students throughout the school year in K-12 programs. The purpose of this service is to encourage and help students with challenges or difficulties in subjects taken during the school day. Students or parents may request for tutoring services.

Teachers are available to tutor every Monday after school from 3:15 to 4:00 PM. In addition, students also have the option of scheduling an appointment with their teachers if additional tutoring time is needed.

ISTEP Prep

Prior to ISTEP testing in September for grades 3, 6, 8 and 10 as well as for students retested, sessions in Language Arts and Mathematics are offered to students after school in order to prepare students for the state assessment. Generally, Tuesdays from 3:15 to 4:00 PM is designated for Language Arts review and Thursdays for Mathematics review. Similar preparation sessions are offered in the spring for 11th and 12th grade students needing to be retested.

In addition, the Elementary School program has a Boosting Club involving students identified as needing additional support from K-5th grades. The goal is to boost students' understanding and skills in Language Arts and Mathematics in order to be more prepared for the state assessment. Depending on the student and logistics, up to 10 hours per week can be provided for this activity.

Educational Consultant

ISD has an educational consultant that serves approximately 70 students with specific and identified special needs a year. In addition, the consultant provides support to staff and parents on educational matters. Specific additional disabilities include autism, learning disabilities, deaf-blind, mentally handicapped, sensory deficits and behavior disorders. Consultation services include the following:

- ❖ Behavioral issues
- ❖ Academic concerns
- ❖ Teaching strategies, modifications and adaptations
- ❖ Communication strategies and developing communication systems
- ❖ Procedures for functional behavior assessments
- ❖ Staffing on students
- ❖ Developing behavior plans, documentation and implementation
- ❖ Developing, implementing and facilitating transition teams
- ❖ Conducting student centered planning
- ❖ Functional Vision Assessments

Library

The library program consists of the Irene Hodock Library (main library), the Preschool Library and the Elementary School Library. In addition, the library program maintains

various departmental professional libraries located in the Outreach Department, the ASL and Deaf Studies Center and the Parent-Infant Program. The library program is part of a shared system of local libraries. Ten computers are available for use as library resource catalogues and for research.

The primary function of the library is to serve the academic, teaching and research activities conducted by students, staff and school community. Resources provided include electronic, print and non-print formats to meet the needs of the instructional programs as well as the abilities and needs of students. Students and teachers are guided in selecting the most appropriate tools for specific purposes, learning levels and styles.

In addition, the library functions as a statewide resource for materials related to Deaf children, Deaf culture and Deaf education. Books and materials on these topics date as far back to the 1920's allowing various Indiana communities (e.g. universities) to conduct research. The video libraries include ASL, captioned videotapes and momentous events in the history of ISD and the Deaf community.

Counseling

a) Guidance Counseling

Guidance counseling services are provided to ISD students, primarily to students in the high school. Services include, but are not limited to, the following:

- ◆ Coordination and administration of state assessment and achievement tests school-wide
- ◆ Coordination of class schedule for the high school including advising of students
- ◆ Assistance of students applying for college including helping with FAFSA and scholarship applications
- ◆ Preparation and provision of information on high school programs and course information at Case Conference proceedings
- ◆ Administration of career interest inventory
- ◆ Maintenance and provision of transcripts
- ◆ Provision of personal guidance counseling to students

b) Personal Counseling Services

Personal counseling services are available and provided to students. The purpose of the counseling service is to provide services to students, consultation and support to staff, and assistance to parents of students with special emotional needs. Services provided include, but not limited to, the following:

- Individual, group and family mental health counseling services.
- Training, consultation and support to teachers and other staff who work with students regarding strategies for individual students with emotional and behavioral issues.
- Participation as a member of the multi-disciplinary team for assessments as required by IEP for those students with emotional and behavioral issues.
- Service as a liaison between ISD and other agencies that provide services for ISD students' emotional and behavioral issues that the school cannot address.

- In-service training for other agencies, who provide intensive long-term services for Deaf and Hard of Hearing students with emotional and behavioral issues.
- Training, support and short term, and non-intensive counseling to parents of students with emotional and behavioral issues.
- Service in prevention programs such as transition group discussions, social skills discussions for students entering ISD for the first time and for students who may be struggling with social immaturity or lack of knowledge.
- Support to ISD students and staff when crisis situations occur.
- Coordination of Middle and High School Student Responsibility Center.

Technology

ISD is now into its third year of technological advances. For the past two years, ISD has made a solid commitment in improving our technology and made significant investments in improving our technology. Technology at ISD includes the following:

- ★ 475 Gateway computers distributed as follows:
 - > 3 personal computers in each and every classroom
 - > 6 to 8 personal computers in each living area of our four residential halls
 - > 2 specialized classrooms containing 8 to 10 computers each
 - > 2 lab/training facilities containing 10 computers each
 - > 150+ staff from all corners of the campus has a computer on their desks
- ★ All locations mentioned above have access to printers.
- ★ The ISDNet network environment are driven by our 9 server based "farm" in our Technology Center. This server farm provides services including, but not limited to, Internet filtering, staff and student email systems, file server, CD Tower, intranet server, database server, TV broadcast server, software distribution server and Ghost (workstation disk imaging) server.
- ★ ISD offers quite a number of technology accessories that have been distributed to every department. These accessories include, but not limited to, scanners, digital cameras, LCD projectors, laptop computers, webcams, and large format printers.
- ★ ISD is also actively enhancing our campus-wide closed circuit TV experience through the ISDTV network. The heart of this ISDTV network resides in our TV Studio, which is now being enhanced with leading edge technologies. The TV Studio offers three levels of production environments for students. The content are broadcast to 35 wall-mounted TV monitors located around campus.

In addition, ISD offers web content through our two platforms, Internet-based www.deafhoosiers.com and our newly formed intranet-based @ISD web site. The former contains content appropriate for the general public in the world while the latter contains content that are appropriate internally for students and staff.

Staff Development

Conferences, Workshops and Training

Opportunities for professional and staff development were offered to all ISD staff in 2000-01. A total of 1,332 participants registered for 122 conference, workshop or training sessions that were offered on or off campus. In addition, 108 staff participated in American Sign Language classes. Specific to professional development for staff in the Education Division, 595 participants attended 53 conference, workshop or training sessions either on or off campus. The amount expended for the development in 2000-01 was \$41,110.

Workshop or training topics varied greatly. A Professional and Staff Development Report was prepared and available for review. Observations regarding the need for increased professional development focus on topics such as implementation of academic standards and student assessment strategies for the faculty have been noted and will be part of the school improvement plan.

Committees

A strong teacher involvement on committees is in place as 100% of the teachers are on department level committees and school-wide committees.

Staff Evaluation

Staff evaluation is mandatory each year for all teachers. The school department supervising teacher and the principal conduct the evaluations throughout the year. The evaluations consist of both formal as well as informal observations and conferences.

Mentoring Program

The Office of the Principal, in collaboration with the Director of Curriculum, coordinates the activities of mentoring new faculty. The mentoring program for new teachers follow DOE guidelines. In addition, ISD has formulated its own mentoring program for newly hired teachers, regardless of their experience in other schools. In 2000-01, seven teachers participated in the mentoring program.

Section VI:

community Data

State and Federal Mandates

In addition to the expectation that ISD acts in accordance to the spirit and intent of Public Law 221, ISD has state and federal mandates which applies and impacts the ISD community of students, parents and staff. The mandates are Title 20 Article 16, Individuals with Disabilities Education Act, and Title 511 Article 7.

Title 20 Article 16

According to IC20-16-2-1, ISD is established as a state educational resource center that includes the following:

1. A residential and day school.
2. Outreach services.
3. Consultative services to local educational agencies to assist them in meeting the needs of locally enrolled students with hearing disabilities.

Further, IC20-16-2-2 further states that ISD shall provide for the instruction, education and care of children who are determined to have a hearing disability by case conference in accordance with Indiana and federal law.

As defined by IC 20-16-2-3, ISD is further charged to provide the following:

1. Educational facilities that meet standards established by the Indiana state board of education for regular public schools.
2. Educational facilities for school age individuals.
3. Educational programs and services to meet those special needs imposed by hearing impairment so that the hearing disabled student (including the student with multiple disabilities with hearing impairment) may achieve the student's maximum ability for independence in academic pursuits, career opportunities, travel, personal care, and home management.
4. Training to permit the hearing disabled student (including the student with multiple disabilities with hearing impairment) to achieve the student's maximum development toward self-support and independence.

Through IC20-16-3-1, the ISD School Board is established to provide governance to the school with specific duties in implementing Title 20 Article 16 as maintained by the Code Revision Indiana Legislative Services Agency.

Individuals with Disabilities Education Act

ISD acts in accordance to IDEA for the entire student body. Two of the major issues that impact students at ISD are Individual Education Plans (IEP) and General Education curriculum, and general state and district assessments will be described. The following information was copied as written from the "IDEAs that Work" using the website address: <http://www.ed.gov/offices/OSERS/IDEA/summary.html>.

➤ IEP and General Education Curriculum

The final regulations reflect the new statutory language which requires that the Individualized Education Program for each child with a disability include:

- A statement of the child's present levels of educational performance including how the child's disability affects the child's involvement and progress in the general curriculum;
- A statement of measurable annual goals related to meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum;
- A statement of the special education and related services and supplementary aids and services;
- A statement of the program modifications or supports for school personnel that will be provided for the child to advance appropriately toward attaining the annual goals, be involved and progress in the general curriculum, and participate in extra curricular and other nonacademic activities and to be educated and participate with other children with disabilities and nondisabled children.

➤ General State and District Assessment

The final regulations essentially incorporate these statutory provisions on general State and district-wide assessments verbatim. These provisions require that States and LEAs must:

- Provide for the participation of children with disabilities in general State and district-wide assessments –with appropriate accommodations and modifications in administration, if necessary;
- Provide for the conduct of alternate assessments not later than July 1, 2000 for children who cannot participate in the general assessment programs; and
- Make available, and report, to the public on the assessment results of disabled children, with the same frequency and in the same detail as reported on the assessment results of non-disabled children.

Title 511 Article 7

With the federal IDEA law serving as an impetus, the state of Indiana, under the jurisdiction of the Division of Special Education housed in the Department of Education, implemented the special education act, which was described in Title 511 Article 7. This article pertains to ISD. According to 511 IAC 7-18-3, the provisions of this article pertaining to identification, eligibility, evaluation, and placement procedures as well as the provision of a free appropriate public education, including all due process and procedural safeguards, for students at least three (3) years of age, but less than twenty-two (22) years of age, apply to the Indiana School for the Deaf.

The official version of Title 511, Article 7 may be found in the Indiana Register, July 2000. The version may also be found on the Indiana Department of Education Division of Special Education website using the address: <http://web.indstate.edu/soe/iseas/Art7>.

State Operated Program

Leadership

As described earlier in the Federal and State Mandate section, ISD is a state educational resource center as defined by IC20-16-2-1. With ISD as a State Operated Program and through IC20-16-3-1, the ISD School Board was established to provide governance to the school with specific duties in implementing Title 20 Article 16 as maintained by the Code Revision Indiana Legislative Services Agency.

As a state operated program with the leadership of the School Board and Superintendent, ISD follows state policies and procedures, especially those defined by the following:

- ▶ Department of Education
- ▶ State Personnel Department
- ▶ State Budget Agency
- ▶ Department of Administration

Under the leadership of the Superintendent, the organization structure of ISD includes four divisions:

- Education
- Student Life
- Outreach
- Operations

Budget

For fiscal year 2001-02, ISD operates under a state allocated budget of \$18,481,778. However, given the budget constraints within the State, ISD has had to reduce its budget by 7%, thus making the allocated budget for the fiscal year at \$17,188,054. This reduction act applied to all state agencies.

From the state budget, the allocated budget to K-12 programs is \$6,986,550 or approximately 41%. The breakdown is as follows:

Elementary School	\$1,797,802
Middle School	1,775,325
High School	2,319,203
Office of Principal	824,612
Library	83,855
Equipment/Supplies/Substitutes (school-wide)	185,753

Of the funds allocated to K-12 programs, 99.8% is earmarked for salaries and benefits*. Therefore, ISD depends heavily on federal grants (Chapter 1 Part B) to support purchases such as textbooks and classroom resource materials.

*Associated funds that support education programs such as technology, utilities, meals, and health center services are operated in ISD-wide accounts led by the Office of the Superintendent and ISD divisions.

Parent and Community Organizations

Parent-Teacher-Counselor Organization

The Parent-Teacher-Counselor Organization (PTCO) was established in 1951 and is a non-profit organization, which serves ISD students and families. The Board is made up of eleven members consisting of 9 parents, 1 teacher and 1 residential advisor who abide by the PTCO mission and by-laws. PTCO raises funds that are used to support programs, activities, and legislations directly linked to ISD students and families.

Each year, PTCO provides funds to each of the school departments in the Education Division as well as to the Student Life program, the Outreach program, the Family Resource program, and the Athletic Department. In addition, PTCO awards scholarships to graduating seniors. Furthermore, PTCO is active in conducting a variety of programs at ISD that include activities such as PTCO Day and Ice Cream Social.

PTCO is a strong advocate of ISD programs and services. PTCO recruits parent volunteers for school activities and functions. Further, PTCO has established committees and councils that encourage and assist ISD in achieving continuous improvement.

Parent Advisory Council

The Parent Advisory Council (PAC) was established by PTCO in 1996. The primary purpose of PAC is to facilitate communication between parents and ISD personnel. This organization consists of parents and ISD staff. The Chairperson of PAC is a parent selected by PTCO who reports directly to the PTCO Board. One function for the Chairperson is to work closely with the ISD Principal, Supervising Teachers and parents in developing agenda items and coordinating meetings.

Agenda items come from parents, student groups or the school. Agenda items are related to general topics and do not cover individual situations. PAC conducts meetings once a month in each school department in the Education division. Minutes of PAC meetings are published once a month and sent to all parents and staff.

As with the PTCO, PAC meetings provide parents and staff a strong vehicle in encouraging and assisting ISD in achieving continuous school improvement. The meetings provide parents an opportunity to voice ideas, opinions or concerns in a group forum. In addition, PAC can help student groups with topics requiring discussion or mediation needed between their group and the school.

Indiana Association of the Deaf

As an affiliate state chapter of the National Association of the Deaf, the Indiana Association of the Deaf (IAD) is an advocate non-profit organization that promotes equality, accessibility and quality of life for Deaf and Hard of Hearing persons in Indiana. The office of the IAD is located on the ISD campus. One program offered by the IAD is the offering of ASL classes for the community on campus. Staff and parents have participated in the classes.

Community Organizations

Numerous organizations from the ISD community have provided support to ISD students. Support has been various ranging from financial and scholarship awards to students to hosting and supporting students to providing workshops to parents. The following is a partial listing of organizations that contributed to ISD:

- ◆ Indiana School for the Deaf Alumni Association
- ◆ Gallaudet University Alumni Association
- ◆ National Fraternal Society of the Deaf
- ◆ Kiwanis Club
- ◆ Sertoma Club
- ◆ Lions Club
- ◆ Indiana Black Deaf Advocates
- ◆ CASA for Kids
- ◆ Americorps
- ◆ Indiana State Fair
- ◆ Deaf Leadership Expedition
- ◆ Indiana Teen Institute
- ◆ Camp Willard
- ◆ Children's Museum
- ◆ Indiana State Museum
- ◆ Agape Horse Riding Program
- ◆ Indianapolis Zoo
- ◆ Crown Hill Cemetery
- ◆ Clowes Hall
- ◆ Indiana Repertory Theatre
- ◆ Governor's Arts Festival
- ◆ Eiteljorg Museum
- ◆ Civic Theatre
- ◆ Very Special Arts
- ◆ Hands Alive!
- ◆ Marion County Library
- ◆ Indianapolis Library
- ◆ State Library
- ◆ NASA – Space Camp

School and Business Partnerships

Work opportunities for students

ISD students gain work experience through partnerships with local businesses. During the 2000-01 school year, thirteen students were employed by businesses in the Indianapolis area. The employers were Goodwill Industries, Meijer (Avon, Carmel, Fishers and Southport), and Pratt Corporation at the Digital Operations location. Of the 13 students, two students, who reside in the Indianapolis vicinity, continued to work at those businesses.

In addition, during the summer of 2001, five students were placed in positions at the following businesses:

- Goodwill Industries – Federal Courthouse Downtown
- Goodwill Store – West Washington Street
- Atlas Supermarket.- North College
- Best Friends Pet Care – Castleton
- Ft. Ben Grooming and Kennel

Two students are still employed in their positions.

For the 2001-02 school year, eight students from last year's program are enrolled in the program again. Six of these students are placed in different positions to help them develop additional skills.

School and University Partnerships

Indiana University Purdue University at Indianapolis

The Special Programs for Academic Nurturing (SPAN) Division of the Honors Program at Indiana University - Purdue University Indianapolis (IUPUI) allows pre-college age students to take actual college courses alongside college students. Developed in 1984, SPAN is designed to help motivated students either get a head start on their college education or take courses that are not offered at their high schools.

Acceptance is based upon years completed in high school and academic success. This is a new program offering for ISD students, which began in the 2001-02 school year. Two ISD high school students were accepted into this program and are currently enrolled into courses.

Ball State University

ISD works in collaboration with the teaching major in Deaf and Hard of Hearing (All Grade) program at Ball State University. This major leads to certification for teaching children who are deaf/hard of hearing. Students study courses on deafness, deaf culture, American Sign Language, and various methods and techniques used with children who are deaf/hard of hearing.

Students in this major experience a variety of opportunities at ISD, which include obtaining teaching practicum and internship experiences. In addition, several courses are offered on the ISD campus for students in the major providing opportunities for staff to enroll into courses as well.

Vincennes University

To help alleviate this critical shortage of ASL professionals, Vincennes University, Indiana University/Purdue University at Indianapolis (IUPUI), and the Indiana Commission for Higher Education developed an intensive four-year program to train American Sign Language interpreters. This is the only public university system in the state of Indiana to offer such a program. The program is taught at the Indiana School for the Deaf (ISD) in Indianapolis, where you will have frequent and continuous exposure to this population's native language. As a service by Vincennes University to ISD, students and staff can enroll into classes at no charge (non-credit).

Gallaudet University

The Laurent Clerc Center, located at Gallaudet University, conducts a variety of workshops on literacy nationwide. In collaboration with the University, ISD offers parents and staff a workshop: "Reading to Deaf Children: Learning from Deaf Adults." This is a six-hour workshop on how to read to Deaf children conducted by professionally trained educators with specific knowledge of how to guide parents, educators and caregivers in the best ways to read books with Deaf children. This workshop was offered in 2000-01 and will be offered again in 2001-02.